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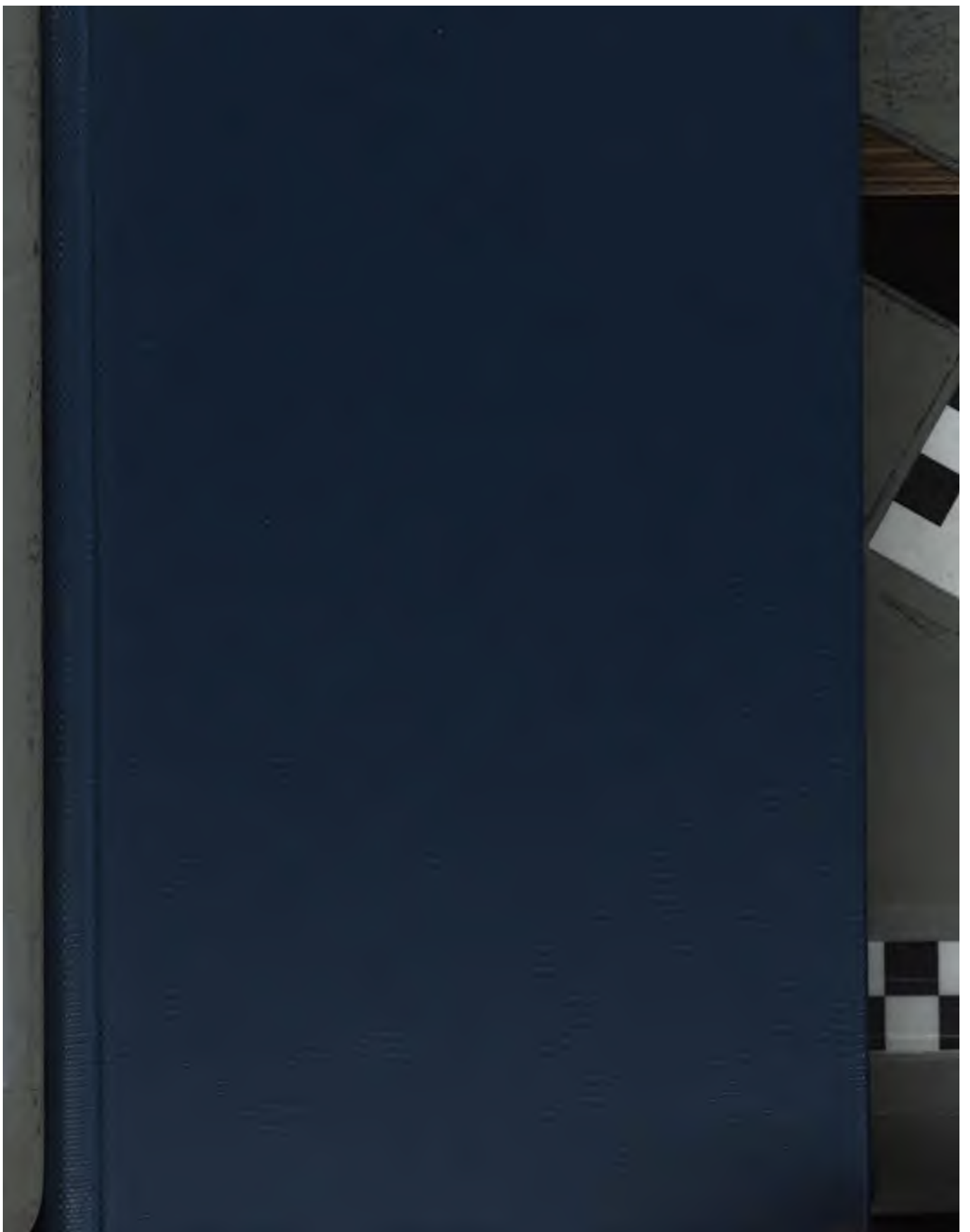
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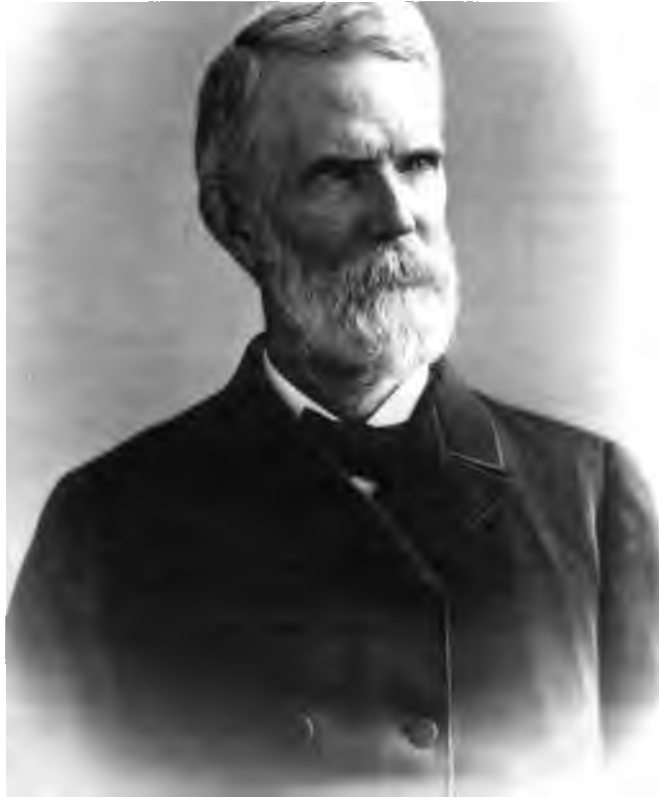
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DAVID H. BROWN

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J. P. HICKERMAN

A HISTORY
OF
EDUCATION IN PENNSYLVANIA,

PRIVATE AND PUBLIC, ELEMENTARY AND HIGHER.

FROM THE TIME THE SWEDES SETTLED ON THE DELAWARE
TO THE PRESENT DAY.

By JAMES PYLE WICKERSHAM, LL.D.,
EX-SUPERINTENDENT OF PUBLIC INSTRUCTION, EX-UNITED STATES MINISTER TO DENMARK,
ETC.; AUTHOR OF "SCHOOL ECONOMY," "METHODS OF INSTRUCTION," ETC.

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TO
HIS FRIENDS AND CO-LABORERS
IN THE
WORK OF PUBLIC INSTRUCTION,
THIS BOOK IS SOLEMNLY DEDICATED, AS A LAST LEGACY,
BY ONE WHO HAS DEVOTED A LIFE
IN AN EFFORT TO MAKE EDUCATION UNIVERSAL AMONG THE PEOPLE;
BELIEVING, IN COMMON WITH ALL THOUGHTFUL MEN,
THAT THE SUCCESS OR FAILURE OF SUCH AN EFFORT WILL
DETERMINE THE SUCCESS OR FAILURE OF
FREE INSTITUTIONS.

PREFACE.

HISTORIES of educational systems and of methods of instruction, and statements showing the condition of education in certain countries at particular times, have been written; but no comprehensive work relating in detail the efforts of a people to provide for their own education, is known to exist. Certainly there is no such work in the English language. The omission seems strange. Surely, if the wars of nations, the intrigues of courts, the plots of politicians, conspiracies and rebellions, changes in the manners and customs of society, and the ups and downs of trade, are worthy of record in historic form, some interest should attach to what has been done by a people to lift themselves up by means of teachers and schools from darkness to light. The time may come, though it now seems distant, when the founding of a College or the organization of a system of instruction for a State will be considered an event of as much importance as the making of a speech or the fighting of a battle. It may even be found, when men and things shall be more justly weighed, that the quiet schoolmaster who thinks only of the task to which God seems to have appointed him, will be considered a factor quite as potent in all that tends to make a people great, as the soldier who so dazzles the public eye, or the politician who manages to fill so much space in the periodicals of the day. There is no patriotism more pure, more elevated, or more deserving of recognition than that of one whose highest ambition it is to store the minds of little children with knowledge, and to guide their footsteps in the path of duty, for in this humble task is involved all that is greatest and grandest in a State.

The History of Education in Pennsylvania is of more than ordinary interest, as it throws a flood of light on many events that intimately concern the general history of the Commonwealth. The educational policy of Penn and the causes that rendered it impracticable, the early efforts of the several churches to establish schools, what the old schools were like, Indian and Negro schools of the last century, the founding of the University of Pennsylvania and

its connected system of charity schools, the scheme for educating and Anglicizing the Germans, the introduction of public schools from Connecticut into the Wyoming Valley, the gradual commingling of nationalities and religious denominations in the establishment of neighborhood or common schools, the long-continued but finally abortive attempt to educate the poor as a class, the great fight for free schools, the measures adopted to perfect the free school law, the old Academy system, the founding of the Colleges, the educational revival of 1854, and the subsequent growth of the system of public instruction, the education of teachers, and the grand provision made for the orphans of soldiers—are topics that ought to attract the attention of every patriotic Pennsylvanian, concerning as they do the inmost life of our social and political system.

The present History was begun many years ago, and has cost a vast amount of labor. That it is correct in all its details, covering as they do a history of two hundred and fifty years, is not to be expected, the sins of omission in particular must be numerous, and some of them may appear inexcusable; but it is believed that the narrative presents, as a whole, a fair picture of what has been done in Pennsylvania to educate the people. At least an honest, patient effort has been made to accomplish that end.

The sources of information used in searching for the detailed facts embodied in the work, were the records of the State Government at Harrisburg in its several departments, the books in the State Library, and the Library of the Pennsylvania Historical Society, of which hundreds of volumes were consulted, State and county general histories, the histories and records of religious societies, and of educational institutions and associations, files of old newspapers, and most of all, perhaps, the recollections of old men, with multitudes of whom, in all parts of the State, correspondence was opened. A rich source of material was found in the educational histories written by the County and City Superintendents of schools, and published in the State School Report for 1877. The author himself attended a neighborhood school before the adoption of the free school system, was a pupil in the first free school opened in his native township, taught a free school as early as 1841, and since that time has had the amplest opportunities of a personal acquaintance with the school men and school measures of the whole Commonwealth. Indeed, in many of the events of which he has written, he was himself an active participant.

The number and character of the sources from which materials were collected for the history, render extensive references almost out of the question. To give all the authorities would be to cumber the work with much matter of little profit to any but the technical historian. Foot-notes have therefore been almost entirely discarded. The sources of all the most important quotations and statements are mentioned in the text; and for the rest the author holds himself responsible, having, as he thinks, done his best to verify all he has written.

The plan of the History is not that of a continuous narrative of contemporaneous events. The matter for treatment was first arranged in a series of classes or groups, and the history of each written independently. Subsequently, the whole was thrown into chapters, with more or less regard to their synchronous or logical relations. By this method much greater simplicity and clearness have been attained, but at the expense of some repetition. The reader who shall discover the same fact stated in different connections, should attribute it rather to the imperfection of the plan, than to a defect in composition, or a fault of memory.

The author is free to acknowledge his indebtedness for valuable help in writing the book, to many kind friends, but as their number amounts to hundreds, he cannot name all, and he fears that injustice would be done by naming a part. He therefore, in this general way, extends his sincerest thanks to all from whom he has obtained help. For some of the cuts used in the work, or assistance in procuring them, the author is specially indebted to Major Lane S. Hart, State Printer, and Dr. William H. Egle, Harrisburg; Boyd Crumrine, Esq., Washington, Pa.; Westtown Boarding School, Chester county; Bethlehem Female Seminary; the Trustees of the York Academy; Superintendent George J. Luckey, Pittsburgh; Col James L. Paul, Soldiers' Orphan Department, Harrisburg, and Burk & McFetridge, Philadelphia. In using cuts, there has been no intention of embellishing the work for the purpose of selling it. They are designed simply to illustrate the text, and each is the representative of a class. They might have been multiplied indefinitely, but additional numbers could scarcely have rendered the subject either more clear or more attractive to the thoughtful reader.

The work of writing the History was undertaken in the first place as a labor of love, and as a labor of love it has been contin-

ued to the end; and it is now sent forth with little expectation that it will at once have many readers, but with the confident hope that the few who care to know what the State has done in the course of two hundred and fifty years for the education of its children, may find in it information that will not only be a reward for their trouble by adding somewhat to their knowledge, but a means of increasing their patriotism, and stimulating them to renewed exertions in behalf of a cause that is destined to lift the people up to a still higher plane of civilization, and to preserve free government for all the coming generations.

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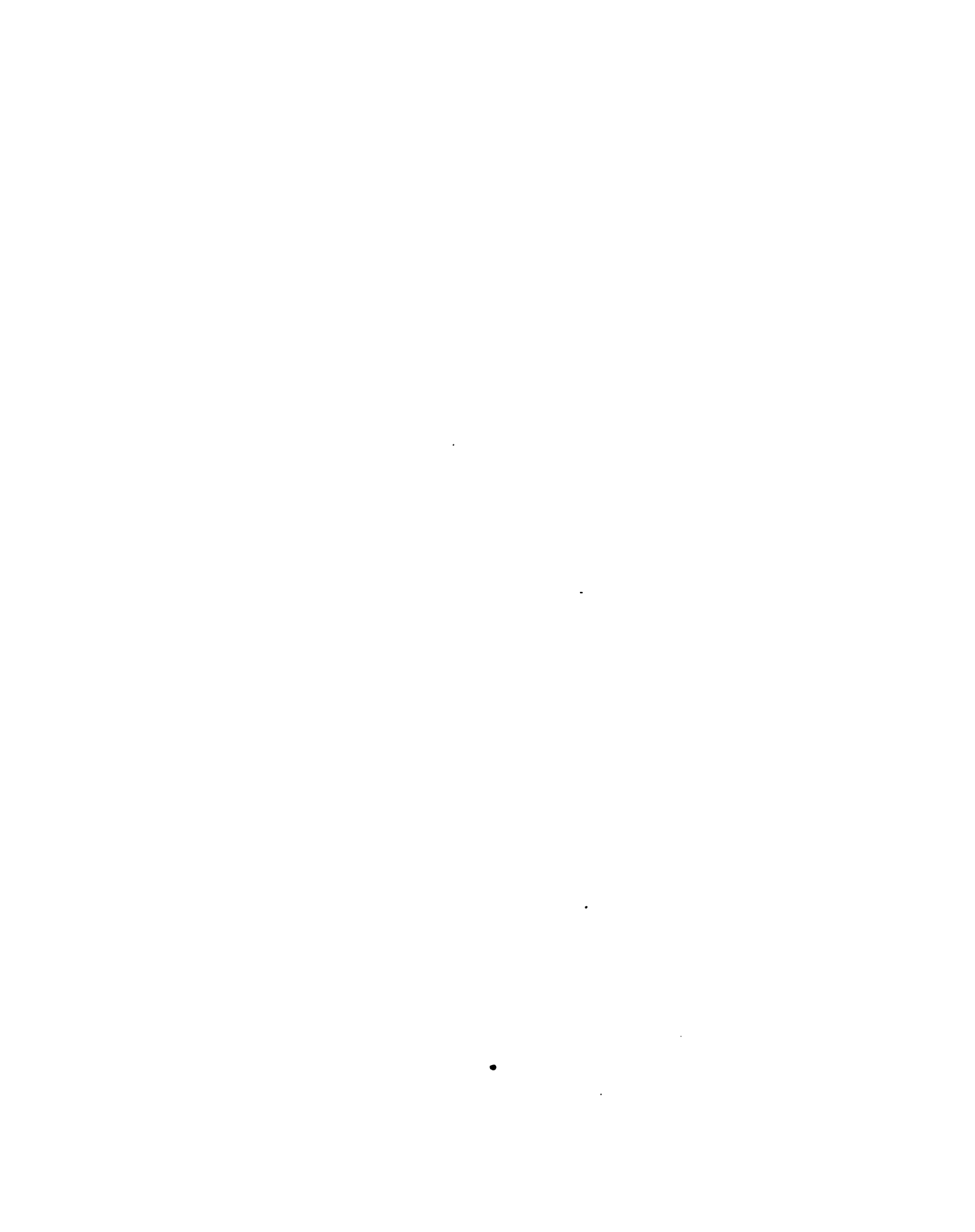
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HISTORY OF EDUCATION IN PENNSYLVANIA.

CHAPTER I.

THE BEGINNING.

EDUCATION AMONG THE EARLIEST SETTLERS: SWEDES, DUTCH, ENGLISH.

WILLIAM PENN, upon landing on the shores of the Delaware, on the twenty-seventh day of October, 1682, found a number of small villages on both sides of the river, and houses thinly scattered along its banks, all the way from the bay to the falls near the present city of Trenton. The inhabitants were of different nationalities, mainly Swedes, Dutch and English.

The Swedes had a little town on the east side, called Swedesborough, on Raccoon creek, but their most important settlements were on the west side, at Christina, Marcus Hook, Chester and Wicaco. They numbered in all about a thousand, and their principal occupation was farming. They had churches at Tinicum, Wicaco and Christina.

The Dutch were not as numerous as the Swedes. Their largest settlement was at New Castle, but individuals and families of this nation were to be found at other points within the territory granted to Penn, mainly on the banks of the river and bay as far down as Cape Henlopen. They were not generally very fond of agricultural pursuits, but for the most part made a living by traffic with the Indians. A single church at New Castle was their only place of worship.

English colonies and isolated English families had made efforts to settle along the Delaware, on both sides, from 1640 onwards, but in most cases they were driven away by the Swedes and Dutch.

Still, there remained permanently in almost every Swedish a Dutch settlement a few individuals of English nationality, certain some from New England, and probably a smaller number from Maryland or Virginia. And besides, in 1682, there were flourishing colonies of Friends from England at Salem and Burlington, West Jersey; a number of families of this denomination had four homes at different points on the west side of the Delaware, and early as 1675 they had become so numerous at Chester that religious meetings were held regularly, and continued from that time onwards.

In all, the founder of Pennsylvania may have found two thousand people living in the territory subject to his jurisdiction upon his arrival, somewhat more than one-half of whom were local within the present limits of Pennsylvania. The first permanent settlement was made by the Swedes in 1638, but a regular form of government can hardly be said to have existed until Governor Printz, a few years later, established his residence on Tinicum island in the Delaware, a few miles above the present city of Chester. From that time onwards, however, there was always a duly appointed executive officer at the head of affairs, under whom peace was kept and justice administered as nearly as practicable according to forms which had been brought from the Old World. The Swedes ruled the country until 1655; it then went into the hands of the Dutch, and, in 1664, the English conquered and held it, except during a short interval, up to 1681, when Pennsylvania obtained from Charles II., then on the throne of England, a charter for the whole territory west of the Delaware, including three degrees latitude by five degrees of longitude. He subsequently obtained by deeds of feoffment from the Duke of York the territory known as the "three lower counties," now constituting the State of Delaware.

As a beginning in writing the proposed history, search must be made for all that can be ascertained respecting the condition of education among these pioneer settlers upon the soil of Pennsylvania. Let no one expect to find well-organized schools and skilled teachers, for this mere handful of people in a wilderness three thousand miles from home and help, had to win the bare necessities for existence before they could give much attention to the arts that cultivate and refine; but to such as have the patience to follow the narrative, it will appear that efforts greatly to their credit under

circumstances, were made to instruct their children in the elements of common learning and to acquaint them with the essentials of Christianity. But rightly to understand the subject, we must first gain some knowledge of the educational policy existing in the countries from which they came, as doubtless in this, as in other things, they followed the ways to which they had been accustomed.

At the time the first Swedish colony was planted on the Delaware, there was no regular system of public education in Sweden, but the Church was active in its efforts to educate the young, and home instruction was general. In no other country in Europe were the people better versed in the elements of knowledge. Schmidt, in his Educational Encyclopædia, quotes an old chronicler as saying that, "In 1637 there was not in the kingdom of Sweden a peasant child who could not read and write." Gustavus Adolphus, one of the most enlightened rulers of the age, established public schools, directed the Bishops throughout his kingdom to inquire what course of education was most desirable, and how good teachers might be obtained; and his daughter Christina, following in her father's footsteps, divided the schools into two grades, elementary and higher. The Church, the agent of the State in the matter of education, issued an edict, as early as 1571, containing a chapter on "How schools should be taught;" and, in 1693, commanded that no one should marry without a knowledge of Luther's Catechism. It should be specially noted that as the Church in Sweden is a State institution, the State has always controlled education through the Church. In former times the duties of minister and schoolmaster were frequently combined; and where this was not the case, the schoolmaster was nearly always an officer in the church, leading the singing, acting as reader and clerk, and sometimes conducting the services. Less frequently he also performed the duties of bell-ringer and sexton. Church edifices were frequently used for school purposes, and in large sections of the country instruction was given by peripatetic schoolmasters at the homes of the pupils. Even at this day hundreds of schoolmasters are employed in Sweden to teach in families, moving from one to another in a prescribed order. Such schools are now called "migratory schools."

Holland was, without doubt, the first country in Europe to establish a system of public schools, similar to the schools now known by that name. The work was begun under the Prince of Orange,

in the latter part of the sixteenth century. His brother, the fighting patriot, John of Nassau, in writing to the Prince on the subject of education, says: "You must urge upon the States-General that they should establish free schools, where children of quality, as well as of poor families, for a very small sum, could be well and cheaply educated and brought up. This would be the greatest and most useful work you could ever accomplish for God and Christianity, and for the Netherlands themselves. Soldiers and patriots educated with a true knowledge of God and a Christian conscience, also churches and school-books and printing presses, are better than all the armies, armories, alliances and treaties that can be imagined in the world." Says Broadhead, in his history of New York: "Neither the perils of war, nor the busy pursuits of government, nor the excitement of political strife, ever caused the Dutch to neglect the duty of educating their offspring to enjoy that moral freedom which their fathers had fought for. Schools were everywhere, provided at the public expense with good schoolmasters to instruct the children of all classes in the usual branches of education; and the consistories of the churches took zealous care to have the youth thoroughly taught the Catechism and the Articles of Religion." A general ecclesiastical body in Holland, in 1574, resolved that "the servants of the church shall determine when school shall be established, the schoolmaster shall receive a fixed salary, shall sign a pledge to submit to the discipline of the church, and shall teach the children the Catechism and all other knowledge which is useful to them." An examination of teachers was generally provided for as early as 1581; and the State of Zealand, in 1582, embodied in a school law the following principle, which would discredit to the most enlightened legislation of the nineteenth century: "For the building up of a good republic and for the general well-being of the country, it is of no little importance to educate the young people from their infancy in the fear of God and a true knowledge of the Scriptures." Other Dutch states held positions on the subject of education equally advanced. It was during their twelve years' sojourn in Holland, without doubt, that the Pilgrim Fathers obtained the germs of that system of education which has made England so famous in our educational history, and it was in Holland too, almost certainly, that William Penn learned those principles of educational policy that are embodied in the system he constructed for the government of his Province and that

deavored to have incorporated into laws for the benefit of the people.

Nothing had been done in England in the direction of general education as early as the beginning of the seventeenth century. Even the far-famed parish schools of Scotland were not established until 1695, when it was enacted that "a schoolmaster should be appointed in every parish by the advice of the Presbyteries." Some of the so-called "public schools" of England were founded at a much earlier date, but they have never been public schools in the modern sense. Their proper status is that of private, endowed schools, admitting a certain number of indigent pupils free, and controlled only in a general way by the Government. But had the position of England at that time been more advanced on the subject of education, the English settlers on the Delaware before the coming of Penn were so few and so scattered that whatever might have been their desires concerning the education of their children, schools and teachers were quite beyond their reach. Nor does there seem to have been much effort made by the English authorities who ruled the country from 1664 to 1682 to encourage education. Something in this direction, however, was contemplated, for among the Duke of York's laws, introduced in 1676, there occurs the following: "The Constable and Overseers are strictly required frequently to Admonish the Inhabitants of Instructing their Children and Servants in matters of Religion, and the Lawes of the Country. And that the Parents and Masters do bring up their Children and Apprentices in some honest Lawfull Calling, Labour or Employment." The same laws established churches, by requiring "That in each Parish within this Government a Church be built in the most Convenient part thereof, Capable to receive and accommodate two Hundred Persons"; and secured the rights of conscience in the matter of religion as follows: "Nor shall any person be molested, fined or Imprisoned for differing in Judgment in matters of Religion who profess Christianity." Upon the accession of William and Mary to the English throne, a provision was incorporated into the charter of New York requiring the "appointment by the ministers, elders and deacons of the church, of a schoolmaster in each parish;" but although New York and Pennsylvania were ruled by the same Governor from 1692 to 1694, this provision does not seem ever to have been enforced in the latter Province.

in the latter part of the sixteenth century. His brother, the young patriot, John of Nassau, in writing to the Prince on the subject of education, says: "You must urge upon the States-General that they should establish free schools, where children of quality as of poor families, for a very small sum, could be well and cheaply educated and brought up. This would be the greatest and most useful work you could ever accomplish for God and Country, and for the Netherlands themselves. Soldiers and patriots educated with a true knowledge of God and a Christian religion, also churches and school-books and printing presses, are better than all the armies, armories, alliances and treaties that can be imagined in the world." Says Broadhead, in his history of New York: "Neither the perils of war, nor the busy pursuits of business, nor the excitement of political strife, ever caused the Dutch to neglect the duty of educating their offspring to enjoy that moral freedom which their fathers had fought for. Schools were everywhere provided at the public expense with good schoolmasters to instruct the children of all classes in the usual branches of education. The consistories of the churches took zealous care to have the youth thoroughly taught the Catechism and the Articles of Religion." A general ecclesiastical body in Holland, in 1574, decreed that "the servants of the church shall determine when schools shall be established, the schoolmaster shall receive a fixed salary and shall sign a pledge to submit to the discipline of the church, and to teach the children the Catechism and all other knowledge that is useful to them." An examination of teachers was generally provided for as early as 1581; and the State of Zealand, in 1611, embodied in a school law the following principle, which would discredit to the most enlightened legislation of the nineteenth century: "For the building up of a good republic and for the well-being of the country, it is of no little importance to prevent the young people from their infancy in the fear of God and to give them a true knowledge." Other Dutch states held positions on the subject of education equally advanced. It was during their twelfth-century sojourn in Holland, without doubt, that the Pilgrim Fathers obtained the germs of that system of education which has made England so famous in our educational history, and it was in the land too, almost certainly, that William Penn learned the principles of educational policy that are embodied in the system he constructed for the government of his Province and the

deavored to have incorporated into laws for the benefit of the people.

Nothing had been done in England in the direction of general education as early as the beginning of the seventeenth century. Even the far-famed parish schools of Scotland were not established until 1695, when it was enacted that "a schoolmaster should be appointed in every parish by the advice of the Presbyteries." Some of the so-called "public schools" of England were founded at a much earlier date, but they have never been public schools in the modern sense. Their proper status is that of private, endowed schools, admitting a certain number of indigent pupils free, and controlled only in a general way by the Government. But had the position of England at that time been more advanced on the subject of education, the English settlers on the Delaware before the coming of Penn were so few and so scattered that whatever might have been their desires concerning the education of their children, schools and teachers were quite beyond their reach. Nor does there seem to have been much effort made by the English authorities who ruled the country from 1664 to 1682 to encourage education. Something in this direction, however, was contemplated, for among the Duke of York's laws, introduced in 1676, there occurs the following: "The Constable and Overseers are strictly required frequently to Admonish the Inhabitants of Instructing their Children and Servants in matters of Religion, and the Lawes of the Country. And that the Parents and Masters do bring up their Children and Apprentices in some honest Lawfull Calling, Labour or Employment." The same laws established churches, by requiring "That in each Parish within this Government a Church be built in the most Convenient part thereof, Capable to receive and accommodate two Hundred Persons"; and secured the rights of conscience in the matter of religion as follows: "Nor shall any person be molested, fined or Imprisoned for differing in Judgment in matters of Religion who profess Christianity." Upon the accession of William and Mary to the English throne, a provision was incorporated into the charter of New York requiring the "appointment by the ministers, elders and deacons of the church, of a schoolmaster in each parish;" but although New York and Pennsylvania were ruled by the same Governor from 1692 to 1694, this provision does not seem ever to have been enforced in the latter Province.

It will now be in order to follow the Swedes, and, further on, the Dutch, from their old homes to their new ones, narrating the material facts concerning the movement, and entering into its spirit so far as it may throw light upon the subject in hand.

It was the year 1626. Gustavus Adolphus, as wise and liberal in peace as he was brave and skillful in war, sat upon the throne of Sweden. His friend, the great statesman, Axel Oxenstiern, the only man in all Europe considered a match in Court diplomacy for the able but intriguing Richelieu, was High Chancellor of the kingdom. King, Chancellor, and people, were all intensely Protestant. The day was a dark one for the followers of Luther, Calvin, and their associates. Persecution raged in England. The storm beat with pitiless fury upon the heads of the Reformers in Denmark and Germany. Richelieu was crushing out the power of the Calvinists in France. The Thirty Years' War had begun, and the armies of the Protestant chieftains were scattered like chaff before the more numerous and better disciplined hosts of Tilly and Wallenstein. Fugitives from the oppressive measures of Catholic rule sought refuge in places of safety, many of them finding an asylum in Sweden and Holland. Seeing little hope of securing political and religious freedom in Europe, the liberty-loving Swedish king turned his attention to America, and resolved to find a home across the sea for those who could hope for no resting-place in the land of their nativity. A company was formed with the royal sanction to aid in planting a colony in the new world; contracts were entered into, and stock subscribed. The most liberal terms were offered by the Company to those who went out under its auspices. Among other inducements presented, it was stated that "in the same way schools and churches will flourish through it and be sustained, and furthermore those who have learned something will be promoted to dignities and positions." The king, however, did not live to carry into effect his grand project—"the jewel of his crown" as he called it. He was drawn into the great war then raging with terrible fury, became the leader of the Protestant forces, fought and won several great battles, and, although his army gained the victory, was killed at Lützen, in 1632. After his death, Oxenstiern, to whose hands was intrusted the chief executive power, during the minority of the king's daughter, Christina, did not suffer the favorite idea of his royal master to perish with him, but, after some unavoidable delay, carried it, with certain modifications, into effect.

The Swedish colony that settled on the shores of the Delaware, in 1638, although an outgrowth of the plan formed under his auspices, was in many respects entirely different from the colony contemplated by Gustavus. It was on a much smaller scale, its objects were not so elevated, and the colonists did not belong largely to the class of people he proposed to benefit. The prospect of making money had drawn into the management more of selfishness, and among the emigrants, fleeing from oppression and seeking liberty of conscience in new homes, were introduced some troublesome characters, and a number of outlaws and adventurers. Still, the broad principles of the first projectors were tolerably well preserved, as the instructions of an educational and humanitarian character, given from time to time to the several Governors or persons in authority, amply show. Among the instructions to Governor Printz are the following:

The wild nations bordering upon all sides, the Governor shall understand how to treat with all humanity and respect, that no violence or wrong be done to them by Her Royal Majesty or her subjects aforesaid; but he shall rather, at every opportunity, exert himself, that the same wild people may gradually be instructed in the truths and worship of the Christian religion, and in other ways brought to civilization and good government, and in this manner properly guided. Especially shall he seek to gain their confidence, and impress upon their minds that neither he, the Governor, nor his people and subordinates, are come into those parts to do them any wrong or injury, but much more for the purpose of furnishing them with such things as they may need for the ordinary wants of life, and so also for such things as are found among them which they themselves cannot make for their use, or buy or exchange.

Above all things, shall the Governor consider and see to it that a true and due worship, becoming honor, laud and praise, be paid to the Most High God in all things, and to that end all proper care shall be taken that divine service be zealously performed according to the unaltered Augsburg Confession, the Council of Upsala, and the ceremonies of the Swedish church; and all persons, but especially the young, shall be instructed in the articles of their Christian faith; and all good church discipline shall in like manner be duly exercised and received.

The Grant and Privilege given by the Queen, in 1640, to Henry Hochhanmer and Company, for the establishment of a new Colony, in New Sweden, contains the following provision:

As regards religion we are willing to permit that, besides the Augsburg Confession, the exercise of the pretended Reformed religion may be established and observed in that country; in such a manner, however, that those who profess the one or the other religion, live in peace, abstaining from every useless dispute, from all scandal and from all abuse. The patrons of

this Colony shall be obliged to support, at all times, as many ministers and schoolmasters as the number of inhabitants shall seem to require; and to choose, moreover, for this purpose, persons who have at heart the conversion of the pagan inhabitants to Christianity.

These extracts are sufficient to show that so far as the Swedes were concerned, the Indians were not to be deprived of their lands without recompense, and that they were to be otherwise well treated, that freedom of conscience in matters of religion was to be recognized, and that provision was intended to be made for the establishment and support of churches and schools.

The direct agent in planting the Dutch colonies in America was the West India Company. As showing the care taken in regard to education, extracts are given below from important official documents.

In the Charter of Freedoms, Privileges, and Exemptions, granted by the States-General of Holland to the Lords and Patroons of New Netherlands, 1630 to 1635, it is provided, Section 28, that "The Patroons shall also particularly exert themselves to find speedy means to maintain a clergyman and schoolmaster, in order that at divine service and zeal for religion may be planted in that country, and shall send, at first, a Comforter of the sick thither." A similar provision was adopted by the Board of Nineteen of the West India Company.

The Articles and Conditions for emigrants to New Netherlands drawn up and published, 1638, by the Chamber of Amsterdam, and approved by the States-General, contain the following: "Section Each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of Comforters of the Sick, Schoolmasters, and such like necessary officers." No broader foundation than this is needed for the erection of the most perfect system of public schools.

In 1656, the colony on the Delaware, then under the control of the Dutch, was divided, the southern part extending south from Christina Creek, passed into the hands of the City of Amsterdam while the northern part remained in the possession of the Company. The Company permitted the Swedes, who constituted a large majority of the inhabitants in that part of the territory which it reserved for itself, to retain, subject to certain general regulations, their own religion, laws, and customs, but the City adopted some provisions affecting education worthy of note.

In a draft of Conditions offered by the city of Amsterdam to persons settling in its colony at New Amstel, New Castle, on the Delaware, July 12, 1656, there occur the following interesting provisions:

Said city shall cause to be erected about the market, or in a more convenient place, a public building suitable for Divine Service; *item*, also a house for a school which can likewise be occupied by a person who will hereafter be Sexton, Psalm Setter and Schoolmaster; the city shall besides have a house built for the Minister.

The city shall provisionally provide and pay the salary of a Minister and Schoolmaster.

In accordance with these stipulations, Evert Pietersen was sent out with a body of emigrants the same year. He was a man of some learning, for it is stated that he "had passed a good examination before the Classis." He was to act "as Schoolmaster and *sicken-trooster*, to read God's Word, and lead the singing until the arrival of a clergyman."

It may properly be added that the Dutch at Manhattan had established schools as early as 1633, and supported them at the public expense. Adam Roelansen was the first distinctive schoolmaster, and the school he taught, the school of the Dutch Church, has continued in operation down to the present day, the oldest school in the United States. In 1642 it was common in the New Netherlands to require parties to marriage contracts to promise "to bring up their children decently, according to their ability, to keep them at school, and to let them learn reading, writing, and a good trade." In a remonstrance to the States-General by Adriaen van der Donck and other citizens of New Amsterdam, 1649, they complain that they have no public school, and that the money raised by subscription to build a schoolhouse has been used for other purposes. In a formal answer presented a year later by the Director and Council they say: "Although the new schoolhouse towards which the commonalty contributed something has not been yet built, it is not the Director, but the Church Wardens, who have charge of the funds. The Director is busy providing materials. Meanwhile, a place has been selected for a school, of which Jan Cornelissen has charge. The other teachers keep school in hired houses, so that the youth are not in want of schools to the extent of the circumstances of the country. 'Tis true there is no Latin school nor Academy; if the commonalty require such, they can apply for it and furnish the necessary funds." The agitation in

favor of a Latin school continued, and the burgomasters, in making a request of the Company to establish one, stated that Boston was the nearest place where classical instruction could be had. They asked that a Latin master might be sent over, "not doubting but were such a person here, many of the neighboring places would send their children hither," and thus an Academy might be built up. The request was complied with, and, in 1659, Dr. Alexander Carolus Curtius was engaged as Latin master at a salary of five hundred guilders. The school did not succeed under his management, and, in 1662, his place was supplied by Dominie Aegidius Luyck. Under Luyck the school became very prosperous, attracting pupils from Fort Orange, Albany, South River, as the Delaware was then called, and Virginia. As showing the relation between the early Dutch schools and the public authorities, it may be stated that one Jacob Corlaer was prohibited from teaching in New Amsterdam because he attempted to teach without the consent of the Provincial Government. And O'Callaghan, in his history of New Netherlands, asserts that at the time the Dutch surrendered New York to the English, 1664, "The claims of the poor to equal support, and of the youth to an education, were not neglected. An assessment of the twentieth penny on all houses, and of the tenth penny on land under cultivation, formed a fund for the formation of the representations of the clergy in 1656 in favor of the latter, had a decidedly beneficial influence, for the records afford evidence that schools existed in almost every town and village at the close of the administration."

The following agreement, copied from Thompson's History of Long Island, between Johannes van Eckkelen, accepted school master and chorister, and the town of Flatbush, Long Island, throws a flood of light on the manner of conducting schools among not only the Dutch, but among all the early settlers in this country, two centuries ago.

ART. 1. The school shall begin at 8 o'clock, and go out at 11; shall begin again at 1 o'clock and end at 4. The bell shall be rung before the school commences.

ART. 2. When school begins, one of the children shall read the morning prayer as it stands in the catechism, and close with the prayer before dinner; and, in the afternoon, the same. The evening school shall begin with the Lord's Prayer, and close by singing a psalm.

ART. 3. He shall instruct the children in the common prayers; and in the questions and answers of the catechism, on Wednesdays and Saturdays; to enable them to say them better on Sunday in the church.

ART. 4. He shall be required to keep his school nine months in succession, from September to June, one year with another ; and shall always be present himself.

ART. 5. He shall be chorister of the church, keep the church clean, ring the bell three times before the people assemble, and read a chapter of the Bible in the church between the second and third ringing of the bell ; after the third ringing, he shall read the ten commandments, and the twelve articles of our faith, and then set the psalms. In the afternoon, after the third ringing of the bell, he shall read a short chapter, or one of the psalms of David, as the congregation are assembling ; afterwards, he shall again sing a psalm or hymn.

ART. 6. When the minister shall preach at Brooklyn or Utrecht, he shall be bound to read twice before the congregation, from the book used for the purpose. He shall hear the children recite the questions and answers out of the catechism on Sunday, and instruct them therein.

ART. 7. He shall provide a basin of water for the administration of Holy Baptism, and furnish the minister with the name of the child to be baptized, for which he shall receive twelve stivers in wampum for every baptism, from the parents or sponsors. He shall furnish bread and wine for the communion, at the charge of the church. He shall also serve as messenger for the consistory.

ART. 8. He shall give the funeral invitations, dig the graves and toll the bell ; and for which he shall receive, for persons of fifteen years of age and upwards, twelve guilders ; and for persons under fifteen, eight guilders ; and if he shall cross the river to New York, he shall have four guilders more.

THE SCHOOL MONEY. 1st. He shall receive, for a speller or reader, three guilders a quarter ; and for a writer, four guilders, for the day school. In the evening, four guilders for a speller or reader, and five guilders for a writer, per quarter.

2d. The residue of his salary shall be four hundred guilders in wheat, (of wampum value,) delivered at Brooklyn Ferry, with the dwelling, pasturage, and meadow appertaining to the school.

Done and agreed upon in consistory, under the inspection of the honorable constable and overseers, this 8th day of October, 1682.

Thus advised as to the intent respecting education of those who projected and founded the early colonies on the Delaware, and in possession of such antecedent facts as may place the subject in a proper light, we are ready to inquire what had been accomplished practically by the settlers in the way of educating their children at the time of the arrival of Penn.

So far as can be ascertained, there is no record showing the existence of a schoolhouse in the colonies on the Delaware up to the year 1682. It is not likely there was a single one in the whole country. The city of Amsterdam had agreed to build one at New Castle, but we have no evidence that the work was done.

Nor have we found to a certainty the name of a single school-

master proper except that of Evert Pietersen, who taught at New Castle, and his seems to have been the only regularly organized school. The following letter from Pietersen sent to Holland a few months after his arrival, and dated at Fort Amstel, August 10th, 1657, settles the somewhat mooted question as to who he was and where and when he taught. He says:

We arrived at the South River on the 25th of April, and found twenty families there, mostly Swedes, not more than five or six families belonging to our nation. * * * * * I already begin to keep school, and have twenty-five children, etc.

In an account of the expenses of the colony as reckoned by the Directors, in Amsterdam, Evert Pietersen is set down as having received some fourteen hundred florins for services rendered. He probably remained at New Castle about two years, and then went to New York, where he was engaged in teaching, in 1664, when the English took possession of the city. Evert Evertsen seems to have succeeded Pietersen at New Castle, for in the account of expenses already referred to he is shown to have received pay for similar services.

But notwithstanding the want of schoolhouses and teachers, it does not follow that no attention was paid to the education of children, or that the colonists were generally illiterate. It may be well to quote some of the widely different opinions on the subject. Bancroft says of the Swedes: "They cherished the calm earnestness of religious feeling; they revered the bonds of family and the purity of morals; their children, under every disadvantage of want of teachers and of Swedish books, were well instructed." Ferris, in his history of the "Original Settlements on the Delaware," says of the same people: "They had suffered grievously for want of that kind of government which calls into action the intellectual and physical powers of man. All these had been left to languish. Education was neglected; the active energies of the mind had either run wild or been depressed, and for more than forty years there had been very little advancement." Penn calls the Swedes "a plain, strong, industrious people;" speaks of the great number of children in their families, and adds: "I see few young men more sober and industrious." Acrelius, who was pastor of the Swedish congregation at Christina for some seven years, writing in 1759, does not seem to entertain a very high opinion of the intellectual acquisitions of his countrymen who first settled in America. He speaks

of them thus: "Forty years back, our people scarcely knew what a school was. The first Swedish and Holland settlers were a poor, weak and ignorant people, who brought up their children in the same ignorance, which is the reason why the natives of the country can neither write nor cypher, and that very few of them are qualified for any office under the government." Broadhead does not have a much higher opinion of the state of education among the early Dutch settlers. He writes: "As to popular education," speaking of the New Netherlands in 1656, "excepting at Manhattan, Beverwyck, and Fort Casimir"—Fort Casimir was at New Castle—"there was no schoolmaster. Though the people at large were anxious that their children should be instructed, they found great difficulty, because many of them, coming 'naked and poor from Holland,' had not sufficient means, and because there were few qualified persons, except those already employed, who could or would teach."

These somewhat contradictory statements may perhaps be reconciled. The facilities for education may have varied at different periods. They undoubtedly depended upon the condition of the churches and the supply of ministers. With flourishing churches and zealous ministers, the cause of education prospered; with churches that languished and no good shepherds to care for the spiritual interests of the scattered flocks, the children grew up without instruction. In the social economy of the early settlers on the Delaware, the interests of religion and education were closely united. We must, therefore, inquire concerning the state of religion in order to form a correct judgment concerning the state of education.

Penn states that at the time of his arrival in the country there were churches at Christina, Tinicum, Wicaco, and New Castle. The church at Christina was built within the walls of the fort soon after the settlement of the place by Minuet. Rev. Reorus Torkillus was the first minister, and probably entered upon his ministerial work in 1640. Governor Printz built a handsome frame church on Tinicum island, which was dedicated to Divine service in September, 1646. Rev. John Campanius, who had come to America with Printz as "Government Chaplain," to watch over the Swedish congregation, was the first pastor, and discharged the duties of the post for some six years. On the shore of the Delaware, in what is now Southwark, Philadelphia, there stood, in 1682, a small block-house.

It was built of logs, and provided with loopholes instead of windows. It may have been older as a fort, but as a church it had been in use from 1677. Rev. Jacob Fabritius seems to have been the first pastor, delivering his opening sermon on Trinity Sunday, 1677. New Castle could not have had a church for any considerable length of time prior to 1682, for the people there had united with the people of Christina in building, in 1667, and sustaining for a number of years subsequently, a church at Cranehook, on the banks of the river, about half way between the two places. Of other clergymen it may be said that Revs. Lars Carlsson Looch, Israel Holgh, and at least two others, came from Sweden during Governor Printz's administration, or shortly after; but the first named was the only minister who remained in the country after the Dutch con-



OLD SWEDES' CHURCH AT WICACO.

quest to look after the "poor and scattered Swedes." Dominicus Looch had charge of two congregations, that at Tinicum and that at Christina, and continued to preach at both places for twenty-two years, until, feeble with age and disabled on account of lameness, he was obliged to cease from his labors. Rev. Petrus Laurentius Hjort and Rev. Mathias Nicolai Nertunius came with Rising in 1654, but left with him the next year. In 1657, a Dutch minister, Rev. Evarthus Welius, came to New Castle, relieving the schoolmaster, Pietersen, of his pastoral duties, who then became simply "fore-singer, *zieken-trooster*, and deacon." For some years between 1658 and 1664, Andreas Hudde, a Dutchman, who had previously applied for the position of schoolmaster at New Amsterdam, officiated as clerk or reader, under Looch, in the church at Christina.

When Penn came among them, the Swedes had greatly degenerated, both morally and intellectually, from what they had been in the prosperous days of Governor Printz. Looock was unable to leave his house, and died in 1688; Fabritius was blind and very old and feeble, and there was not a single active Swedish clergyman in the Province. In the absence of clergymen, resort was had to such lay readers as could be procured, and, in 1693, we find that Anders Bengtson, an old man, sat and read postils at Tinicum church, and Charles Springer, who, although a Swede, had been a slave in Virginia, was the reader to the congregation at Christina. The want of religious instruction had indeed been growing worse, but it had been severely felt for many years. Letters had been written making known this state of things in the mother country, but no response had been received. Finally, however, the distress of the colonists reached the ears of Charles XI., then king of Sweden, who supplied their wants by sending them missionaries and books at the expense of the Government. Not less than twenty-four ministers were sent out from Sweden between the years 1696 and 1786, to labor among their countrymen on the Delaware.

What has been just said of churches and clergymen has a very close relation to education in a secular sense. The churches no doubt served the place of schoolhouses in the early days, and the clergymen so far as they were able filled the double office of preacher and teacher. Two hundred years ago, churches and schools were generally under one control in Sweden, Holland, and other European countries, and the schoolmaster was nearly always the minister's assistant, reading for him, leading the singing, visiting the sick, and in his absence taking the vacant place at the sacred desk. These customs were brought to America, and it may be safely said that so far as the early settlers on the Delaware had churches they had schools, and so far as they had ministers they had schoolmasters. The regular clergymen taught the children of their congregations to read or saw that it was done, if for no other reason to enable them to receive the required instruction in the catechism; and Pietersen, Evertsen, Hudde, Bengtson and Springer, already mentioned as clerks, readers, and comforters of the sick, and no doubt others occupying a similar position, were in all probability schoolmasters. Pietersen we know was a schoolmaster, and the others named performed precisely the same official duties with respect to the church.

It was clearly impossible, however, that children living many miles distant from the churches, and scattered over a territory stretching all the way from Cape Henlopen to the Falls of the Delaware near Trenton, could be gathered for instruction frequently or regularly into the three or four places of worship which the colony afforded. Necessarily, therefore, the ministers and their assistants visited families as far as practicable, and, in conjunction with parents taught the young what they could, at least to read and write and recite Bible lessons and the catechism. This plan of home instruction came easy to the Swedes, for it was practiced very largely in the thinly-settled portions of the mother-country, and has not been discontinued even at the present day. When, therefore, there was a want of clergymen, there was a want of schoolmasters, and dearth in religion was followed by a lapse into ignorance.

The view of the subject now presented is strengthened by fact. Campanius, the pastor of Tinicum church, from 1642 to 1647, spent much time in missionary work among the surrounding Indians. He claimed to have converted many of them to the doctrines of Christianity. He studied the Indian languages and framed a vocabulary of the Delaware tongue. He translated Luther's Shorter Catechism for their benefit, and the book was subsequently published in Sweden. A copy of it may be found in the State Library at Harrisburg. This statement shows that he contemplated, if he did not actually commence, the work of secular instruction among the Indians; and no one can suppose that while he was thus laboring among the wild men of the surrounding forests, he neglected the education of the little colony of Christian people under his immediate charge.

Doctor Smith, in his History of Delaware county, in speaking of Rev. Lars Loock at Tinicum, states that, "Towards the close of the Dutch dynasty, 1664, the Swedes made an effort to supersede the Reverend Lars, by the appointment of Abenius Selskoorn," but in this it seems they failed. "They then," adds Doctor Smith, "desired to engage him as a schoolmaster at the same salary as given to the Reverend Lars, but the people of New Amstel, where it may be inferred, he was employed in the same capacity, would not dismiss him." From this it seems reasonably clear that Loock was not only the minister at Tinicum but also the schoolmaster.

In a letter dated May 31, 1693, to John Thelin, postmaster of Götheborg, Sweden, with the assurance that their request would be

before the king, thirty of the principal Swedish citizens of the colony, express their "longing desire and hope" for two Swedish Bibles and the following books: "Twelve Bibles, three copies of Psalms, forty-two Manuals, one hundred Hand-books and several Meditations, two hundred Catechisms, and two hundred other books." A similar request had been made several years before through William Penn, and probably at different times prior to his arrival. The colonists offered to pay for the books even on the voyage, but the king kindly donated them. Clay in the "Swedish Annals" states that, in 1696, four hundred primers and one hundred catechisms were sent from Sweden to America. The ending for A-B-C books, primers and catechisms in such numbers shows that the children were at least taught to read and to study the catechism. A writer in the *Episcopal Recorder*, quoted in *Hazard's Register*, speaking of the books, which were sent by the missionaries sent out in 1697, says: "There seems to have been a great need of books, as the missionaries on their arrival only found three in the whole colony; but yet so anxious were the people for the improvement of their children, that these were lent from one to another, so that all could read."

The following is a copy of a record of the Court at Upland. It is given in the quaint original.

MARCH 12, 1674.

EDMUND DRAUGHTON P^l DUNCK WILLIAMS DEF^t.

Def^t demands of this Def^t. 200 gilders for teaching this def^t children to read in one yeare.

Co^t having heard the debates of both parties as alsoe ye attestation of witnesses, Doe grant Judgem^t ag^t ye def^t for 200 gilders wth ye costs. Edward Duckett sworne in Court declares that hee was p^rsent at ye making of this argaine, and did hear, that ye agreem^t was that Edmund draughton should Teach Dunkes Children to Read ye bybell, & if hee could doe itt in a year or a halfe yeare or a quart^r then he was to have 200 gilders.

Edmund Draughton got his money, and most likely earned it. Whether he was a regular schoolmaster or not cannot be ascertained from the records. If he was, as seems likely, he is the oldest schoolmaster of whom we have any positive knowledge, who taught within the present limits of Pennsylvania. It is not probable that he ever had charge of a school; more likely he was one of a class of schoolmasters who taught the children of private families in their homes. He was to teach the children to read in the Bible; the name of the book is named.

The following, also from the Upland Court Records, is probably the oldest public provision made in America looking towards the establishment of an asylum for the insane, a peculiar kind of educational institution. The date is 1678.

Jan Cornellissen of Amesland complayning to y^e Court that his son Erick bereft of his natural senses & is turned quyt madd and y^e: hee being poore man is not able to maintain him;—ordered: that three or 4 p^{ers}ons be hired to build a Little Blockhouse at Amesland for to put in the s^d madman and att the next Court, order will bee taken y^e: a small Levy bee Laid to p^{ay} for the building of y^e house and the maintaining of y^e s^d mad man accord^g to Lawes of y^e government.

CHAPTER II.

THE FOUNDATION.

THE EARLY FRIENDS. WILLIAM PENN.

a social or political force the Swedish and Dutch settlers on the Delaware were scarcely felt after the arrival of Penn. They soon surrounded by a more positive, more pushing, better educated class of men, and few of them came forward to take advantage of the new and broader field of effort that opened before

They remained good, loyal citizens, working quietly on farms or in their shops, and at times serving, with apparent reluctance and in small proportion to their numbers, as local officers in the legislative Assemblies of the Province. In their descendants they gave the State some of its most worthy and illustrious names.

A great root of much that is admirable in the history of Pennsylvania including her educational policy, can be traced to certain members of the Friends, or Quakers, and to the broad statesmanship of their great leader in America, William Penn. Convinced herein is to be found in good part the basis upon which the social structure proposed to be erected must stand, no apology needed for presenting a brief outline of these doctrines and some extracts from the writings of Penn, showing the principles upon which he desired to establish his Government.

As about the middle of the seventeenth century when a young apprentice of an English shoemaker, in watching sheep on the Nottingham hills, began, through fasting, prayer, Bible reading, violent exertions of mind and deep self-questioning, to struggle with the problems of existence, of God, and of human conduct. He meditated alone in the forests, he visited churches and sought help from them, and still his ardent, inquiring soul found no rest until at last, looking back upon itself, almost in despair, a ray of light from Heaven shined in upon it, grew in brightness, and, in good time, like Saul on his way to Damascus, the man was "born again." The nature of the culture is that of George Fox, the apostle of Quakerism.

The time was one of intense mental, moral and political activity in England. While George Fox was dreaming of self-perfection, grappling with a world of doubt and striving hard to find the kernel of truth in the husks of customs and beliefs, false and hollow though hoary with age, Parliament, professing to represent the people, dethroned King Charles I., tried and convicted him of the crime of high treason, and brought his head to the block. Confusion reigned in Church and State. Hereditary rights long considered sacred were disregarded. High privileges of rank and place were trampled under foot. Institutions as old as England were uprooted in a day. The people had begun to think for themselves, not wisely in all cases perhaps, but the agitation shook the kingdom from end to end like an earthquake. The flood of thought and feeling long pent up rushed in wild currents up and down the land, threatening to obliterate all distinctions between lord and peasant, priest and people, the rich and the poor. Out of this universal ferment, new political parties as well as new religious sects arose, and, among the latter appeared the "People called Quakers." Hume, with an evident dislike for such a revolution of opinion speaking of this period, says: "Every man had framed the model of a republic; and however new it was or fantastical, he was eager in recommending it to his fellow-citizens, or even imposing it by force upon them. Every man had adjusted a system of religion which being derived from no traditional authority was peculiar to himself. * * * The levelers insisted on an equal distribution of power and property, and disclaimed all dependence and subordination."

The principle upon which is grounded much that is peculiar to the religious faith of the Society of Friends is that of the Inner Light, or the immediate revelation of God in the soul. They hold that there is in every human bosom a divine monitor or guide that will teach those who in humility hearken to its voice and heed its admonitions to love virtue and shun vice, and point them with certainty to the strait gate and narrow way that leads to eternal life. Or, as Bancroft defines their faith: "A spiritual unity binds together every member of the human family; and every heart contains an incorruptible seed, capable of springing up and producing all that man can know of God, and duty, and the soul. An inward voice, uncreated by schools, independent of refinement, opens the unlettered mind, not less than to the polished scholar, a s

pathway into the enfranchisements of immortal truth." With the deepest feelings of humility and reverence, the Friends regard this Inner Light, as the Comforter, the Holy Ghost, the Spirit of truth referred to by Christ himself in passages like the following: "And I will pray the Father, and he will give you another Comforter, that he may abide with you forever." "Even the Spirit of truth, whom the world cannot receive, because it seeth him not, neither knoweth him; but ye know him, for he dwelleth with you, and shall be in you." "But the Comforter, which is the Holy Ghost, whom the Father will send in my name, he shall teach you all things, and bring all things to your remembrance." "When he, the Spirit of truth is come, he will guide you into all truth: for he shall not speak of himself; but whatsoever he shall hear he shall speak, and he will show you things to come."

Out of this doctrine of the Inner Light, as held by the Friends, have sprung necessarily, as from a common fountain, the leading religious and political opinions they have entertained, and the lines of conduct that have characterized their dealings among themselves and with their fellow-men. Hence, we must look to it for much that goes to explain the history of Pennsylvania in the early days, and for somewhat of the influences that have continued to shape the life and institutions of the Commonwealth. A few paragraphs having an educational bearing will explain the wealth of principle contained in it.

The Friends believe in the fullest sense that all men are created equal, since to all men is given alike the gift of God's Spirit. They would level at a blow all artificial distinctions of rank, position, wealth or caste. As God is no respecter of persons, so in their eyes all men stand on a common platform, every man is complete in himself. They thus find a firm religious as well as intellectual basis for a true democracy. Hence, too, the early Friends did not bestow titles. To even the courteous William Penn, the king of England, from whom he obtained his Charter, was plain "Friend Charles." They never took off their hats before nobles, courts or kings, when to do so was an acknowledgment of inequality of rank or position; and their want of conformity to the general custom in this simple matter required a sacrifice and had a significance that it is difficult to appreciate in the changed circumstances of the present day. They condemned an order of priesthood in a church, and would not pay tithes to support it. To accept their principles was

to overthrow all forms of hierarchy. In their own religious organization the rights and privileges of members were absolutely equal in all respects, preachers and people, men and women. In leaving England, they left behind them the old laws of primogeniture, and provided new ones dividing the estates of decedents equally among the children of a family, or among relatives of the same degree of consanguinity. A believer in the Inner Light can not consistently hold a slave; for a slave is a human being, not only created in the image of God like himself, but possessing within his soul an eternal fountain filled with God's Spirit. Thus the fact is accounted for that the Friends were the first to oppose slavery in this country and that they have always been the most zealous advocates of universal emancipation and the elevation of man. The doctrine of the Inner Light would work the complete enfranchisement of the human family, and a community of Friends must necessarily be a perfect republic—

For soul touched soul; the spiritual treasure trove
Made all men equal; none could rise above
Nor sink below the level of God's love.

If the doctrine of the Inner Light be a reality, the soul is sovereign, and hence must have the ultimate right to rule it. The Friends, therefore, believe in the "higher law." They acknowledge the necessity of civil government, have made laws and administered them; but above all human authority they place the dictation of an enlightened conscience. And that this inner vision may remain unobscured by the murky atmosphere of worldly affairs, Friends oppose all light amusements, all frivolous fashions, all distracting entertainments. As a protest against those frequent changes of dress that do so much to create extravagance and false pride, they still wear the garb common in England two hundred years ago. They discourage all arts that enervate, and place their dependence upon religious forms, ceremonies or symbols, which obscure the divine realities. True worship with them consists in a close communion of our spirits with the Spirit of God in the soul. They believe that the Bible is the Word of God, but do not think that the sacred fountain of inspiration was ever dried up when the last line of the Holy Book was written.

The Friends will not take an oath, because those who speak as the Spirit moves them or within the lines of light emanating from the Spirit, must speak the truth in its purity and plainness; and

call upon God in such a case as a witness or a help seems to them blasphemous. Besides, they cite the positive injunction of the Scriptures: "Swear not at all." The "solemn affirmation" of the Pennsylvania statutes is a fruit of Quakerism. They are opposed to war, both offensive and defensive. They accept without qualification the commandment: "Thou shalt not kill." They will not even defend themselves with carnal weapons if attacked. They trust in God's Spirit ever present with them for protection; and if one cheek is smitten they turn the other, and if a coat is taken a cloak is given also. "For all they that take the sword shall perish with the sword." Even the wild men of the American forests respected this peaceful policy. The great treaty under the elm tree at Shakamaxon, unconfirmed by an oath, was never broken; and while all the other colonies were involved in wars with the Indians and suffered terribly at their hands, Pennsylvania, as long as controlled by Quaker influences, remained undisturbed. The words of Bancroft are: "Penn came without arms; he declared his purpose to abstain from violence; he had no message but peace; and not a drop of Quaker blood was ever shed by an Indian."

As a sect the Friends have ever been distinguished for their acts of charity towards their fellow-men in poverty or distress. Faith in the existence of the divine light within gives dignity to the lowliest and most debased of the human family; and not only Pennsylvania but the whole civilized world owes a debt to Quakerism for the good it has done in softening criminal codes, in reforming the discipline of prisons, and in founding benevolent institutions for the sick and suffering. While the stern Puritans were burning witches in Massachusetts, the milder Friends in Pennsylvania dismissed a poor, wretched creature who had been brought before the Court on a charge of being a witch, with the remarkable sentence: "The prisoner is guilty of the common fame of being a witch, but not guilty as she stands indicted;" and thus ended forever all trials of the kind in the land of Penn. The Friends always provide for their own poor, and so quietly that it is never known outside of those immediately concerned who are made the recipients of this secret, Christ-approved system of almsgiving.

No people in the world have been more tolerant of the opinions of others or stronger advocates of the rights of conscience than the Friends. Mercilessly persecuted themselves in every country of Europe where they attempted to propagate their views, when in

power they were never known to persecute in return. Imprisoned, impoverished, maligned, no instance is on record where they rejoiced at the misfortunes of their enemies; much less lifted a hand to smite them when the tables were turned, and they might have exacted "an eye for an eye." The people of Massachusetts, forgetting how much they had suffered for what they thought right, and excusing their conduct by an alleged regard for the public good, treated the handful of Friends who came among them with cruelty more extreme than that in their native land from which they had themselves fled. They not only imprisoned and banished these harmless, but possibly over zealous men and women, but cut off their ears and even put them to death. No country in Europe had made more sacrifices to maintain the rights of conscience than Holland, and yet the Dutch in New York did not hesitate to throw inoffensive Friends into dungeons, scourge them in public places, and heap cruel indignities upon them. Virginia fined and banished Friends for no offence that can be counted a crime; Maryland, the otherwise liberal policy adopted by Lord Baltimore did not protect Friends from severe fines, harsh imprisonment and other penalties, especially during the year 1658, and onward until Penn became Governor of a neighboring Province; and even the broad-minded Roger Williams, in Rhode Island, from whom such an act was least to be expected, declared it to be "a duty and command of God" that the "incivilities," as he called the manifestation of religious zeal on the part of the Quakers, should be met with "due and moderate restraint and punishment."

And yet, returning good for evil, the fundamental law of the Quaker Provinces of Pennsylvania, Delaware and New Jersey, granted to all the inhabitants of sister Provinces, as well as to all persons who took up their abode with them from other countries, the privilege of becoming citizens with the fullest enjoyment of every political and religious right. No stain of persecution ever rested upon the hand of a Friend. As theoretical Quakerism enthrones conscience and insists that God himself is the oracle whose voice speaks, practical Quakerism could not destroy itself by refusing the largest liberty to every form of sincere belief.

The mystery of the incarnation does not puzzle the Quaker; he believes that God is in some measure incarnate in every soul that breathes, he readily rises to the conception of a soul completely filled with the divine influence, the God-man. With this

view of the possibilities of human nature, he deems it his duty to make himself, body and mind, a fit temple for the indwelling of the divine Spirit. Hence, to be consistent with himself, he must be a friend to all art that purifies and ennobles, to all science that broadens and enriches, and to all education that instructs, develops and perfects. If at any time the Society of Friends or its individual members have seemed to discourage education, it was either because the logic of their religious doctrines was not fully understood, or because they feared the effect of that abuse of learning which "puffeth up," magnifies self, and in its self-importance refuses to give heed to the humble teachings of the "still, small voice" in the soul.

With these general statements, it will now be in order to show what Quakerism did for education during the period of its earliest history.

The first Friends were from the middle ranks of English society in the seventeenth century, farmers, mechanics, tradesmen. Few of them came from the peasant class, and fewer still from the gentry or titled nobility. They were generally fairly educated for the time, scarcely one of them being unable to read and write. Their supersensual mode of worship and the somewhat mystical character of their fundamental doctrines were not calculated to attract the extremely ignorant. There were many learned men among them, including such names as those of William Penn; Robert Barclay, the author of the *Apology*, one of the most profound treatises on the subject of religion ever written; Thomas Loe, an "Oxford man," by whose preaching Penn was converted to Quakerism; Thomas Ellwood, the pupil and friend of Milton; Edward Burroughs, the "courageous and powerful advocate" of the doctrines of Friends; the accomplished Isaac Pennington; Arscott and Claridge, mentioned as scholars by Clarkson, and a multitude of others. Of the first Friends who came to Pennsylvania, Proud says: "The generality of the early Quaker settlers were not ranked among the rich and great, yet many had valuable estates, were of good families and education; and mostly sober, industrious and substantial people, of low or moderate fortunes, but of universal good reputation and character." Among these early settlers might be named a long list of scholars and men of ability: the accomplished Logan, Penn's Secretary and friend, and the founder of the Loganian library; Governors Thomas Lloyd and Andrew Hamilton; Pastorius, the sage of Germantown, master of seven or

eight languages; Kelpius, "the learned mystic of the Wissahickon"; Keith and Makin, teachers and authors; David Lloyd, an eminent lawyer and speaker of the Assembly; Christopher Taylor, a profound Latin, Greek and Hebrew scholar, and author of a work on these languages called "*Compendium Trium Linguarum*," published in 1695; Thomas Wynne, the first speaker of the Provincial Assembly; Story, Norris, Brooke, and many others scarcely less distinguished. It must be added that George Fox, the founder of Quakerism, while he had received a fair English education and possessed superior natural abilities, cannot be considered a liberally educated man, and the same may be said of many engaged with him most actively in the Gospel Ministry. Nor is to be denied that there was in the early times among many members of the Society of Friends, and even in the body of the Society itself, a certain degree of distrust or prejudice with respect to the kind of education usually imparted in Colleges and Universities—mere "human learning" as they regarded it. They were a simple-minded, pious people, and held it to be their duty to suppress all worldly aims and to make the desires of the flesh subject in all respects to the promptings of the Spirit. "Much learning," as it appeared from their standpoint, was apt to foster pride, magnify self and lead away from that state of dependence on the divine Master which characterizes the true disciple of God. This view accords with that of most other Christian sects in their beginnings, and, in all times, minds full of spiritual truth are prone to undervalue the worth of what they consider worldly wisdom.

Further, the reproach sometimes cast upon the early Friends for an alleged want of appreciation for higher learning doubtless arose from their opposition to the doctrine that to become a minister fitted to instruct in spiritual things one must receive a regular collegiate education. Their position was that all ministers of God are called to their work directly by the Holy Spirit, even as Christ called his apostles; and, as the apostles were mostly plain men without learning, they held that persons well qualified to preach glad tidings to the people might come in modern times as of old from farms, shops and fishermen's boats. Says Barclay: "As I have placed the true call of a minister in the motion of this Holy Spirit, so is the power, life and virtue thereof, and the pure grace of God that comes therefrom, the chief and most necessary qualification, without which he can noways perform his duty acceptably to God or beneficially

man." Besides, Quakerism did not grow up as a carefully planned system; it was evolved in a storm. George Fox had been preaching but a few years when, impelled by an intense spiritual activity, hundreds of men and women, in good degree unlettered and previously unknown, sprang up, almost at once as it were from the ground, in all parts of Great Britain, and began to expound the Scriptures and to speak to the people of holy things. They held their meetings in private houses, in the woods or fields, and at the corners of the streets. It was a marvellous uprising, alarming the established order of things and leading to a persecution bitter, cruel and long-continued. While the storm lasted, no settled institutions could be established; and it is scarcely to be wondered at that a people widely scattered, under continual excitement and in constant danger of a fine, the prison or the stake, neglected their duty in regard to schools. The facts about to be mentioned will show their interest in the subject as soon as they had a fair chance to consider it.

George Fox, in his Journal, under date of 1667, says: "I advised the setting up of a school there (at Waltham) for teaching boys; also a woman's school to be opened at Shackelwell for instructing girls and young maidens in whatsoever things were civil and useful in creation." Four years later there were fifteen boarding schools in operation under the direction of Friends, and, without doubt, a large number of local, private schools. George Fox died in 1690, and by his will left sixteen acres of land in Pennsylvania, "to Friends there, ten of it for a close to put Friends' horses in when they came afar to the meeting, that they may not be lost in the woods, and the other six for a meeting-house and a schoolhouse, a burying-place, and for a play-ground for the children in town to play on, and for a garden to plant with physical plants, for lads and lasses to know samples and to learn to make oils and ointments." The land was located and used in part at least for the purposes for which it was given. The Historical Society of Pennsylvania possesses a copy of a "Primer," of which George Fox is the author. It was printed in Philadelphia in 1701. The book was intended for the use of schools, and strangely enough contains a catechism setting forth the leading doctrines of the Society of Friends.

In 1670, Christopher Taylor, afterwards a member of the Provincial Council in Pennsylvania, a liberally educated Friend, opened a classical school at Waltham Abbey, in Essex county, probably in accordance with Fox's suggestion concerning the establishment of a

boarding school at that place; but having no license as a schoolmaster from the Bishop of the Diocese, he was bound over on a charge of violating the law, and finally compelled to remove his establishment to Edmonton, in Middlesex. George Keith, the first master of the Friends' Public School, in Philadelphia, was a teacher in England before coming to this country. James Logan also was assistant in his father's school at Bristol.

Robert Barclay, speaking for the whole denomination, in 1688 favors classical schools. His words are: "And therefore, to answer the just desires of those that desire to read them, and for other very good reasons, as maintaining a commerce and understanding among divers nations by these common languages, and others of that kind, we judge it necessary and commendable that there be public schools for the teaching and instructing of such youth as are inclined thereunto, in the languages."

Thomas Ellwood, contemporary with Barclay, speaks in his Journal of having made some progress in learning when a boy and lost it when he came to be a man, and adds: "Nor was I rightly sensible of my loss therein, till I came amongst the Quakers. But till I saw my loss, and lamented it; and applied myself with the utmost diligence, at all leisure times, to recover it. So false I found that charge to be, which in those times was cast upon the Quakers, that they despised and decried all human learning, because they denied it to be essentially necessary to a Gospel ministry, which was one of the controversies of those times." By the recommendation of Isaac Pennington, already mentioned as a scholarly Friend, Ellwood became a pupil of the poet Milton, and read to him in appointed books with much satisfaction. From Ellwood's narrative, Clarke, who was not a Friend, in his "Portraiture of Quakerism," draws these conclusions: "First, that the early Quakers were generally men of eminent learning. Secondly, that they did not decry or depreciate human knowledge. And thirdly, that the calumny of such depreciation by them arose from the controversy which they thought it right to maintain, in which they denied it to be necessary a qualification for a Gospel minister."

The "Extracts" of an early date from "the Minutes of the Yearly Meeting of Friends in London," the very highest authority, contain the following: "The children of the poor are to have due help for education, instruction and necessary learning. The families also of the poor are to be provided with Bibles, and books of the Soci-

at the expense of the Monthly Meetings. And as some members may be straitened in their circumstances, and may refuse, out of delicacy, to apply for aid towards the education of their children, it is earnestly recommended to Friends in every Monthly Meeting, to look out for persons who may be thus straitened, and to take care that their children shall receive instruction; and it is recommended to the parents of such, not to refuse their salutary aid, but to receive it with a willing mind, and with thankfulness to the great Author of all good." This is admirable in all respects; and, from the first, "overseers" were appointed by all the Monthly Meetings to carry into effect the directions of the Yearly Meeting.

Nor did this great Quaker legislature at London make a single spasmodic effort in behalf of education, and then drop the subject. It continued almost every year for half a century to send out appeals calculated to quicken the zeal of subordinate bodies in the good work of establishing schools. The appeal of 1706 is especially earnest and solemn:

And forasmuch as, next to our own souls, our children and offspring are the most immediate objects of our care and concern, it is tenderly recommended to all that are or may be parents or guardians of children, that they be diligently exercised in this care and concern for the education of those committed to their charge; that, in their tender years, they may be brought to a sense of God—his wisdom, power, omnipresence, so as to beget an awe and fear of Him in their hearts (which is the beginning of wisdom); and, as they grow up in capacity, to acquaint them with and bring them up in the frequent reading of the Scriptures of Truth, and also to instruct them in the great love of God, through Jesus Christ and the work of salvation by Him, and of sanctification through His blessed Spirit; and also to keep them out of the vain and foolish ways of the world, and in plainness of language, habit and behavior, that, being thus instructed in the way of the Lord when they are young, they may not forget it when they are old.

From the same body, we have the following in 1715:

The want of proper persons among Friends, qualified for schoolmasters, has been the occasion of great damage to the Society in many places.

We desire Friends would, in their Monthly Meetings, assist young men of low circumstances, whose genius and conduct may be suitable for that office, with the means requisite to obtain the proper qualifications; and, when so qualified, afford them the necessary encouragement for their support.

William Penn was unquestionably the greatest man whose name is connected with the colonial history of America. In tender regard for the rights of the people, in a thorough mastership of the fundamental principles upon which all government must rest, in the noble

art of practical statesmanship, in that broad philanthropy which lives to benefit mankind, he had scarce a peer in the century that gave him birth. Pennsylvania is to-day proud of her illustrious founder; and, as the years roll on, his grand figure will become more and more majestic, and his good name will be more and more revered. Born in London in 1644, he received his early education at the free grammar school at Chigwell in Essex county, subse-



CHIGWELL GRAMMAR SCHOOL.

quently under a private tutor prepared for College, and at the age of fifteen was entered as a student at the University of Oxford. Here he distinguished himself both as a scholar and in all kinds of manly exercises; but having listened to the preaching of a Friend he was inclined to accept the doctrines of Quakerism, declined to attend the services of the established Church, and was expelled from the University for non-conformity. Shortly afterwards his father sent him to France, where, at Paris and in the celebrated institution at Saumur, he acquired, in addition to the courteous manners for which he was noted, a knowledge of the French language, and, under the direction of the learned and liberal Moses Auryrault, read the works of the early Christian fathers and other theological

authors. On his way to Italy, he was suddenly recalled by his father, and having transacted in a very satisfactory way some business for him, sat down to read law at Lincoln's Inn, London. Soon after he joined the Society of Friends, and began to preach in 1667. But this is not the place to narrate the story of his eventful life, the task in hand being simply to state his views respecting education, and to give an account of the educational policy he contemplated in planting his colony in the New World.

Penn commenced his career as an executive and lawgiver by becoming one of the trustees of the Province of West New Jersey in 1676. Some valuable papers concerning the government of that Province emanated from the body of trustees of which he was a member, and most of them contain sufficient internal evidence to prove them the work of his hand. For example, there can be no mistake in the authorship of the following extract from a letter of the trustees to Richard Hartshorne, an eminent Friend, who had some time before settled in West New Jersey. In speaking of the new Constitution they had adopted for the Province, they say :

There we lay a foundation for after ages to understand their liberty as men and Christians, that they may not be brought in bondage, but by their own consent; for put the power in the people, that is to say, they to meet and choose one honest man for each propriety who hath subscribed the concessions; all these men to meet as an Assembly, there to make and repeal laws, to choose a Governor, or a Commissioner, and twelve assistants to execute the laws during their pleasure; so every man is capable to choose or be chosen. No man to be arrested, condemned, imprisoned or molested in his estate or liberty but by twelve men of the neighborhood; no man to lie in prison for debt, but that his estate satisfy as far as it will go, and be set at liberty to work; no person to be called in question or molested for his conscience, or for worshipping according to his conscience.

Soon after receiving the charter to his Province, Penn addressed a letter, dated April, 1681, to those then living within the territory covered by it. In the letter he says:

I hope you will not be troubled at your change, and the King's choice, for you are now fixed at the mercy of no Governor that comes to make his fortune great; you will be governed by laws of your own making, and live a free, and if you will, a sober and industrious people. I shall not usurp the right of any, or oppress his person. God has furnished me with a better resolution, and has given me the grace to keep it. In short, whatever sober and free men can reasonably desire for the security and improvement of their own happiness, I shall heartily comply with.

In another letter written to some friends a few days later, we find the following, italicised as in the original :

For the matters of liberty and privilege, I propose that which is extraordinary, and to leave *myself* and *successors no power of doing mischief*, that *will of one man may not hinder the good of the whole country*.

To James Harrison he writes, August, 1681, of his Province

I have so obtained it, and desire that I may not be unworthy of His but do that which may answer His kind providence, and serve His truth people; that an example may be set up to the nations; there may be there, though not here, *for such a holy experiment*.

The Preface to Penn's Frame of Government, written in England early in 1682, is considered by the best judges a masterpiece of political wisdom. The following are extracts from it:

This settles the divine right of government beyond exception, and the two ends: first, to terrify evil doers; secondly, to cherish those that do which gives government a life beyond corruption, and makes it as durable the world as good men shall be. So that government seems to me a part of religion itself, a thing sacred in its institution and end; for, if it does directly remove the cause, it crushes the effects of evil, and is, as such, though a lower, yet an emanation of the same divine power that is both author and object of pure religion; the difference lying here, that the one is more corporal and mental, the other more corporal and compulsive in its operation that is only to evil doers, a government itself being otherwise as capable of kindness, goodness and charity as a more private society. They weakly who think there is no other use of government than correction, which is the coarsest part of it. * * * * *

I know what is said by the several admirers of monarchy, aristocracy and democracy, which are the rule of one, of a few, and of many, and a three common ideas of government when men discourse on the subject. I choose to solve the controversy with this small distinction, and it befits to all three: any government is free to the people under it, whatever the frame, where the laws rule and the people are a party to these laws more than this is tyranny, oligarchy or confusion. * * * *

Governments, like clocks, go from the motion men give them; and as governments are made and moved by men, so by them they are ruined. Wherefore governments rather depend upon men than men upon governments. Let men be good, and the government cannot be bad. If it be they will cure it. But if men be bad, let the government be ever so good they will endeavor to warp and spoil it to their turn.

I know some say, Let us have good laws, and no matter for the men that execute them. But let them consider, that though good laws do well, they do better; for good laws want good men, and may be abolished by ill men; but good men will never want good laws, nor suffer by bad ones. * * * * *

That, therefore, which makes a good constitution must keep it, namely wisdom and virtue, qualities that, because they descend not with inheritance, must be carefully propagated by a virtuous education of youth.

Penn.'s Frame contains the following provisions relating to education:

Twelfth. That the Governor and Provincial Council shall erect and order all public schools, and encourage and reward the authors of useful sciences and laudable inventions in the said Province. * * * * *

And, fourthly, a committee of manners, education and arts, that all wicked and scandalous living may be prevented, and that youth may be successively trained up in virtue and useful knowledge and arts.

The provision last named refers to one of the four committees into which the Provincial Council was to be divided "for the better management of the powers and trust" committed to it.

Among the laws agreed upon in England, was one laying the foundation for a system of industrial education:

Twenty-eighth. That all children within this Province of the age of twelve years, shall be taught some useful trade or skill, to the end none may be idle, but the poor may work to live, and the rich, if they become poor, may not want.

And another, guaranteeing in the strongest manner the rights of conscience.

Thirty-fifth. That all persons living in this Province, who confess and acknowledge the one almighty and eternal God, to be the creator, upholder and ruler of the world, and that hold themselves obliged in conscience to live peaceably and justly in civil society, shall in no ways be molested or prejudiced for their religious persuasion or practice in matters of faith and worship, nor shall they be compelled at any time to frequent or maintain any religious worship, place or ministry whatever.

Penn having prepared his Frame of Government and the accompanying laws, made arrangements for embarking on the ship *Welcome*, about to sail for America. As a last duty, he wrote a beautiful farewell letter to his wife and children. Of the education of his children he speaks most feelingly:

For their learning be liberal. Spare no cost; for by such parsimony all is lost that is saved; but let it be useful knowledge, such as is consistent with truth and godliness, not cherishing a vain conversation or idle mind, but ingenuity mixed with industry is good for the body and mind too. I recommend the useful parts of mathematics, as building houses or ships, measuring, surveying, dialling, navigation; but agriculture is especially in my eye; let my children be husbandmen and housewives; it is industrious, healthy, honest, and of good example.

In a communication of later date, quoted by Proud, Penn says:

Upon the whole matter I undertake to say that if we would preserve our government, we must endear it to the people. To do this, besides the necessity of presenting just and wise things, we must secure the youth: this is not to be done, but by the amendment of the way of education; and that with all convenient speed and diligence. I say the government is highly obliged: it is a sort of trustee for the youth of the kingdom; who, though minors, yet will have the government when we are gone. Therefore, depress vice, and cherish vir-

tue, that through good education, they may become good; which will truly render them happy in this world, and a good way fitted for that which is to come. If this is done, they will owe more to your memories for their education than for their estates.



WILLIAM PENN, AT THE AGE OF FIFTY.

In his work entitled "Reflections and Maxims," Penn presents some admirable thoughts on education. His strictures on methods of instruction are about as just now as they were two hundred years ago. This work was written in retirement, while attending his wife in her last illness. The following is a complete extract:

The world is certainly a great and stately volume of natural things ar

may be not improperly styled the hieroglyphics of a letter; but, alas, how very few leaves of it do we seriously turn over! This ought to be the subject of the education of our youth; who, at twenty, when they should be fit for business know little or nothing of it. We are in pain to make them scholars but not men; to talk rather than to know, which is true canting. The first thing obvious to children is what is sensible; and that we make no part of their rudiments. We press their memory too soon, and puzzle, strain and load them with words and rules to know Grammar and Rhetoric, and a strange tongue or two, that it is ten to one may never be useful to them; leaving their natural genius to mechanical, physical or natural knowledge, uncultivated and neglected; which would be of exceeding use and pleasure to them through the whole course of their lives.

To be sure, languages are not to be despised or neglected; but things are still to be preferred. Children had rather be making tools and instruments of play, shaping, drawing, framing, building, etc., than getting some rules of propriety of speech by heart; and these also would follow with more judgment, and less trouble and time.

It were happy if we studied nature more in natural things; and acted according to nature: whose rules are few, plain and most reasonable. Let us begin therefore where she begins, go her pace, and close always where she ends, and we cannot miss of being good naturalists. The creation would not be longer a riddle to us. The heavens, earth and waters, with their respective, various and numerous inhabitants, their productions, natures, seasons, sympathies and antipathies, their use, benefit and pleasure, would be better understood by us; and an eternal wisdom, power, majesty, and goodness, very conspicuous to us, through these sensible and passing forms: the world wearing the mark of its Maker whose stamp is everywhere visible, and the characters very legible to the children of wisdom. And it would go a great way to caution and direct people in their use of the world, that they were better studied and known in the creation of it. For how could men find the confidence to abuse it, while they should see the great Creator stare them in the face, in all and every part thereof? Their ignorance makes them insensible; and to that insensibility may be ascribed their hard usage of several parts of this noble creation: that has the stamp and voice of a Deity everywhere, and in everything, to the observing.

It is a pity, therefore, that books have not been composed for youth, by some curious and careful naturalists, and also mechanics, in the Latin tongue, to be used in schools, that they might learn things with words: things obvious and familiar to them, and which would make the tongue easier to be obtained by them.

Many able gardeners and husbandmen are ignorant of the reason of their calling; as most artificers are of the reason of their own rules that govern their excellent workmanship. But a naturalist and mechanic of this sort is master of the reason of both; and might be of practice too, if his industry kept pace with his speculations, which were very commendable, and without which he cannot be said to be a complete naturalist or mechanic.

Finally, if man be the index or epitome of the world, as philosophers tell us, we have only to read ourselves well, to be learned in it. But because there is nothing we less regard than the characters of the Power that made us, which are so clearly written upon us, and the world he has given us, and

can best tell us what we are and should be, we are even strangers to our own genius: the glass in which we should see that true, instructing, and agreeable variety, which is to be observed in nature, to the admiration of that wisdom and the adoration of that Power which made us all.

Well may the scattered settlers on the banks of the Delaware welcome their new Governor! Well may the oppressed of all countries hasten to take up their abode in the land he governs! He is a man, a Christian, a philosopher, a statesman, and a friend of an unbiased culture for every human being. The first historian of our country, the well-balanced, truth-loving Bancroft, in words of weight says of him, "His fame is now as wide as the world; he is one of the few who have gained abiding glory."

CHAPTER III.

THE COLONIAL PERIOD, 1682 TO 1776.

PUBLIC EDUCATION: HOW FAVORED AND WHY NEGLECTED.

foundation laid, the beginnings of the structure must now be traced. By the patent of King Charles II, dated March 4, 1682, Penn received the grant of a vast territory of which he was styled the absolute proprietor and ruler, subject only to the laws of England, for whom was retained the right to review the laws in the Province and to hear appeals against judgments thereon pronounced. It was a most munificent grant, and Penn at once made preparations to take possession of it. On the tenth of April, he commissioned his cousin William Markham as Deputy Proprietor, and despatched him at once to the scene of his duties, where he arrived on the first of July; and, three months later, he signed the "conditions and concessions" agreed upon, defining the relations between himself and those who became settlers within his jurisdiction. Markham, upon his arrival on the Delaware, lost time in calling a Council as authorized by his commission. The persons constituting it met at Upland, were qualified on the 1st of August, 1681, and doubtless began the work of legislation, but they seem to have left no records. A Court of Justice was held at the same place on the thirtieth of November. On the twentieth day of October, 1682, Penn himself arrived in the ship *Swan*, was graciously received by the inhabitants, and the "holy experiment," the effort to found and administer a government in accordance with the pure principles of the New Testament, began. The experiment was not destined to succeed as he planned it. It could not have succeeded at the time and in the manner it was attempted, for it was a tender bud whose fruit could ripen only in the course of centuries. But the principles it involved are eternal; and as the ages slowly roll away, may there not come a day when the path of virtue will be no longer trampled under their feet by the passions of vice, when the jealousies and hatreds of narrow sectarianism will be lost in universal charity, and when the people shall beat

their swords into plowshares, and their spears into pruning-hooks and the nations of the earth learn war no more? If such a glorious day shall ever come, then, and not till then, will the great and good founder of our Commonwealth, and his colony of peaceful Friends be honored as they deserve for their noble effort to establish and maintain a government without force, on the principle of justice and good-will to men.

Within three weeks from the time of his landing, Penn issued writs for an election of members of the General Assembly. It met on the fourth of December, at Chester, and remained in session for six days. The Frame and the body of laws prepared and printed by Penn, in England, including the provisions respecting education already quoted, had been previously accepted without material alteration; but, in addition, the Assembly now passed what has been called the "Great Law," consisting of seventy-one chapters or sections, and covering a multitude of different subjects. The first chapter of this law, broadening the previous enactment on the subject and recognizing the right of every man to worship God as his conscience dictates, cannot be omitted. It provides:

That no person, now, or at any time hereafter, living in this Province, who shall confess and acknowledge one Almighty God to be the Creator, Upholder and Ruler of the world, and professes himself or herself obliged in conscience to live peaceably and quietly under the civil government, shall in any case be molested or prejudiced for his or her conscientious persuasion or practice. Nor shall he or she at any time be compelled to frequent or maintain any religious worship, place or ministry whatever, contrary to his or her mind, but shall freely and fully enjoy his or her Christian liberty in that respect, without any interruption or reflection. And if any person shall abuse or deride another for his or her different persuasion and practice in matters of religion, such person shall be looked upon as a disturber of the peace, and be punished accordingly.

Chapter LX. contains a provision of remarkable significance at the time of its enactment, as follows:

That the Laws of this Province, from time to time, shall be published and printed, that every person may have the knowledge thereof; and they shall be one of the books taught in the schools of this Province and Territories thereof.

The men who passed this law evidently contemplated the establishment of schools under public authority throughout the Province and Territories, and recognized the importance of preparing the young to become good citizens by requiring them to be made acquainted in the schools with the laws by which they were

governed. Even the school laws of the present day contain no such provision, and, certainly, they might be made more perfect by the re-enactment of this old law passed by the first Assembly of representative freemen who sat as a deliberative body on the soil of Pennsylvania more than two hundred years ago.

The second Assembly met at Philadelphia on the tenth of March, 1683. A new Frame slightly different from the first one was presented by the Governor, "thankfully received" and a promise made to keep it inviolate by the members of both the Council and the Assembly. It contains a provision relating to education not in the old charter. Directly after requiring that the "Governor and Provincial Council shall erect and order all public schools," it provides—

That one-third part of the Provincial Council residing with the Governor from time to time, shall with the Governor have the care of the management of public affairs relating to the peace, justice, treasury, and improvement of the Province and Territories, and to the good education of youth, and sobriety of the manners of the inhabitants therein as aforesaid.

Of the numerous laws passed by this Assembly, none evince broader statesmanship or possess more historic interest than that of chapter CXII., which reads as follows :

And to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth, *Be it enacted, etc.*, That all persons in this Province and Territories thereof, having children, and all the guardians and trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they attain to twelve years of age ; and that then they be taught some useful trade or skill, that the poor may work to live, and the rich if they become poor may not want : of which every County Court shall take care. And in case such parents, guardians, or overseers shall be found deficient in this respect, every such parent, guardian or overseer shall pay for every such child, five pounds, except there should appear an incapacity in body or understanding to hinder it.

There are several provisions in this remarkable law that deserve special mention. In some respects they are clearly in advance of anything now on the statute books of the Commonwealth.

First, all persons having charge of children were required to have them instructed in reading and writing by the time they were twelve years of age. Thus, universal education was clearly contemplated.

Second, the children were also to be taught "some useful trade or skill." Industrial education is under discussion at the present

time as if it were a new subject; the far-seeing legislators of 1700 thought they then settled it.

Third, force, if necessary, was to be used to carry the provisions of the law into effect. Parents, guardians, and overseers, who neglected to have the children under their care instructed in the elements of an intellectual education, and to give them a trade or profession as required, were to be fined for each child so neglected the sum of five pounds, equal probably to twice that amount in the currency of the present day, except in case of incapacity in body or understanding; and the several County Courts were directed to see to the enforcement of the law. This is one of the strongest and most comprehensive compulsory educational laws ever passed in this country. It is unique in early American history. The statute having remained in force for ten years, was abrogated by William III. and Mary, King and Queen of England. It was subsequently re-enacted in 1693, by Governor Fletcher, "by and with the advice and consent of the representatives" of the Province, and there does not seem to be any record showing that it was ever formally repealed. It probably became a "dead letter" on account of not being revived under the operation of subsequent frames of government.

That this school law, so remarkable considering the time of its enactment, was enforced, appears from numerous records like the following made by the early Courts:

At a Court of Quarter Sessions held at Chester, for said county, on the twenty-third day of the 12th mo., 1703½. Robert Sinkler petitioned this Court that his present master John Crosby was to teach him to read and write, which he hath not freely performed, ordered that John Crosby put the said servant to school one month, and to instruct his said servant another month.

Governor Markham's Frame of Government, granted in 1701, contains an educational provision similar to that in Penn's Frame, as follows:

That the Governor and Council shall erect and order all public schools and encourage and reward the authors of useful sciences and laudable inventions in the said Province and Territories.

And also the following:

That the Governor and Council shall from time to time have the care and management of all public affairs, relating to the peace, safety, justice, trade, and improvement of the Province and Territories, and to the education of youth, and sobriety of the manners of the inhabitants thereof aforesaid.

The earliest action of the Provincial authorities in regard to

actual establishment of a school, is the following, given in the quaint language of the original:

At a Council held at Philadelphia, y^e 26th of y^e 10th month, 1683. PRESENT: Wm. Penn, Propor & Govr., Theo. Holmes, Wm. Haigue, Lasse Cock, Wm. Clayton.

The Govr and Provll Council having taken into their Serious Consideration the great Necessity there is of a School Master for y^e instruction & Sober Education of youth in the towne of Philadelphia, Sent for Enock flower, an Inhabitant of the said Towne, who for twenty Year past hath been exercised in that care and Employment in England, to whom haveing Communicated their Minds, he Embraced it upon the following Terms: to Learne to read English 4s by the Quarter, to Learne to read and write 6s by y^e Quarter, to learne to read, Write and Cast accot 8s by y^e Quarter; for Boarding a Scholler, that is to say, dyet, Washing, Lodging, & Scooling, Tenn pounds for one whole year.

Enoch Flower is said to have come from Corsham, Wiltshire, England. He opened his school in October, 1683, in a dwelling built of pine and cedar planks.

That this same Council had in mind even at that early day the establishment of an institution of a higher order than the school of Enoch Flower, appears from the following record, dated a little more than a month subsequent to the above:

At a Council held at Philadelphia on the 17th of the 11th month, 1683, William Penn and others being present, it was proposed, That Care be Taken about the Learning and Instruction of Youth, to Witt: a Scool of Arts and Sciences.

At the same meeting of the Council a law was proposed "for Making of Severall sorts of Book^s, for the use of Persons in this Province."

Clarkson states that "William Penn in a letter to Thomas Lloyd, President of the Council, 1689, instructed him to set up a 'public Grammar school' in Philadelphia, which he promised to incorporate at a future time." This is thought to be the beginning of the "Friends' Public School," now known by the name of the "William Penn Charter School," opened in 1689, formally chartered in 1697, and continuously in operation down to the present time, thus ranking with the Parochial School of the Dutch Church in New York and the Latin School in Boston as one of the oldest schools in the country. By a Public Grammar School, Penn did not mean what is now understood by the term, but what was then understood by it in England, viz., an endowed school of a high order, specially designed to impart instruction in the classical languages, and free

only to those designated in the charter to receive gratuitous instruction. The expression "free school" at that day was sometimes used as an equivalent for public school, schools absolutely being unknown. The Friends' Public School at Philadelphia in the modern sense a private institution managed by a number of leading Quaker citizens, but admission as pupils was granted to children of all denominations. They called George Keith, their Friend but afterwards a bitter enemy of Friends, to take charge of it. He was a native of Aberdeen, Scotland, a man of learning who had served as a teacher in the old country. He came to Philadelphia from Freehold, now Monmouth, New Jersey, but remained the head of the school only a single year. His salary as Master for the first year was fifty pounds, with the use of the schoolhouse as a house for his family to live in, and all the profits of the school. For the second year he was to receive one hundred and twenty pounds and the perquisites already named. The poor were taught gratis. His success was not great, and at the end of a year he gave place to Thomas Makin, his usher. Makin continued as the head of the school a number of years, and is undoubtedly "Thomas Meaking" referred to in the following action of the Provincial Council on the first day of August, 1693:

Thomas Meaking, keeper of the Free School in the town of Philadelphia being called before the Lieutenant Governor and Council, and told that he must not keep school without a license. Answered that he was willing to comply, and to take a license. Was therefore ordered to procure a certificate of his ability, learning and diligence from the inhabitants of the town by the sixteenth instant, in order to the obtaining a license, which he is directed to do.

Makin was probably the first teacher in the State required to procure a certificate. The following are extracts from the minutes of the Assembly:

December, 1699, Thomas Makin voted to be clerk of this Assembly, per day. * * * * *

1705, November 3d. The petition of Thomas Makin complaining of damage accruing to him by the loss of several of his scholars by reason of the Assembly's using the school house so long—the weather being very cold—ordered that he be allowed the sum of three pounds over and above the sum of twenty shillings this House formerly allowed him for the same occasion.

Makin lived to be very old, writing a Latin poem, descriptive of the State of Pennsylvania in 1729; and died, like so many other schoolmasters, poor. The *Pennsylvania Gazette*, of November 29, 1733, tells

brief words the story of his death: "On Monday evening last, Mr. Thomas Meakins fell off a wharf into the Delaware, and before he could be taken out again, was drowned. He was an ancient man, and formerly lived very well in this city, teaching a considerable school; but of late years was reduced to extreme poverty."

The Friends' Public School was chartered as has been stated in 1697. The following quotation is from the petition to the Governor and Council requesting this grant. It is dated the tenth of December, 1697-8, and is of special interest as showing the views of education held by leading Friends in the Province at that early day.

The humble petition of Samuel Carpenter, Edward Shippen, Anthony Morris, James Fox, David Lloyd, William Southby, and John Jones, in the behalf of themselves and the rest of the people called Quakers who are members of the Monthly Meeting, held and kept at the new meeting-house, lately built upon a piece of ground fronting the High street, in Philadelphia aforesaid, obtained of the present Governor by the said people, sheweth: That it hath been and is much desired by MANY, that a school be set up and upheld in this town of Philadelphia, where poor children may be freely maintained, taught and educated in good literature, until they be fit to be put out apprentices, or capable to be masters or ushers in the said school. And forasmuch as by the laws and constitutions of this government, it is provided and enacted, that the Governor and Council shall erect and order all public schools, and encourage and reward the authors of useful sciences and laudable inventions, in the said Province and Territories; therefore, may it please the Governor and Council to ordain and establish that at the said town of Philadelphia, a public school may be founded, where all children and servants, male and female, whose parents, guardians and masters be willing to subject them to the rules and orders of the said school, shall from time to time, with the approbation of the overseers thereof for the time being, be received or admitted, taught and instructed; the rich at reasonable rates, and the poor to be maintained and schooled for nothing. And to that end a meet and convenient house or houses, buildings and rooms, may be erected for the keeping of the said school, and for the entertainment and abode of such and so many masters, ushers, mistresses and poor children, as by the order and direction of the said Monthly Meeting shall be limited and appointed from time to time.

The petition was considered favorably, and Governor Markham granted the charter asked for. This charter, however, does not seem to have been placed on record, except so far as it is embraced in the subsequent charters, or at least no record of it as a whole can now be found; but copies of the later charters, granted respectively in the years 1701, 1708, and 1711 by Penn, are preserved in the office of the Secretary of Internal Affairs, at Harrisburg, and the original charters themselves may be found in the archives of the school. One who recently saw them says that "each is written on a single sheet of

parchment beautifully engrossed. The letters are heavily formed, the ink quite black and in good order. In a word, they are very handsome old documents, very little affected by age, except in the folding places. Each is signed by William Penn, and by him only. The seals of the two oldest are broken, done probably on purpose to destroy them, but that of the latest date is carefully fixed in a tin box, and may be said to be perfect. It is in red wax, about four inches broad and a half an inch thick." These charters are such lengthy documents that room can be found here for only one of them, that of 1711; but in substance it recapitulates the preceding charters. The charter of 1701, with many directions as to details, placed the management of the school in the hands of a Monthly Meeting whose members had petitioned for its establishment. That of 1708, even more elaborate in its statement of details than the preceding one, took away all power concerning the school from the Monthly Meeting, and appointed "fifteen discreet and religious" Friends as a Board of Overseers, with perpetual succession, to whom its management was intrusted. Below, is given in full, somewhat modernized in spelling and punctuation, the Charter of 1711:

WHEREAS, The prosperity and welfare of any people depend, in a great measure, upon the good education of youth, and their early instruction in the principles of true religion and virtue, and qualifying them to serve their country and themselves, by breeding them in reading, writing and learning of languages, and useful arts and sciences suitable to their sex, age and condition, which cannot be effected in any manner so well as by erecting public schools for the purposes aforesaid.

And WHEREAS, Upon the petition of Samuel Carpenter, Edward Shippen, Anthony Morris, James Fox, David Lloyd, William Southby and Thomas Jones, on behalf of themselves and others, to William Markham, my Lieutenant Governor, and to the Council of the said Province, on the First of the Twelfth month, in the year one thousand six hundred and ninety-six, desiring that a Public School for teaching and instructing children and youth, both male and female, might be founded in the town of Philadelphia in this Province, to continue forever, under certain Overseers, to be incorporated for that purpose, and to have perpetual succession, with several powers and privileges therein mentioned. My said then Lieutenant Governor and Council did grant and order that such school should be founded and erected with the incorporation privileges and powers as desired; and such school was accordingly founded in the town of Philadelphia.

And WHEREAS, Several of the same petitioners having in the year one thousand seven hundred and one, made fresh application to me in Council to confirm the said order and grant, I did, with the consent of my Provincial Council, and pursuant to the power vested in me by the late King Charles the Second, and to the laws of the said Province, by an instrument or p:

under my hand and my great Provincial Seal, bearing date the five and twentieth day of October in the said year, grant and confirm all and every request, matter and thing contained in the petition abovementioned, and did thereby found, ordain and establish the said Public School to be kept forever, in the said town of Philadelphia, or in some convenient place adjacent, with power to frame and erect such and so many buildings, for the use and service of the said school and the entertainment of masters, ushers, mistresses and poor children, and to choose and admit such and so many masters, ushers, mistresses and poor children therein as they shall see meet, and I did by the same patent, for me, my heirs and successors, grant and ordain the said Overseers to be a body politic and corporate, in name and deed, to continue forever, by the name of the Overseers of the Public School founded in Philadelphia, at the request, cost and charges of the People of God called Quakers, and that the said Overseers and their successors should forever have, hold and enjoy, to the use of said school, all the messuages, lands, tenements and hereditaments, goods and chattels, and receive and take all gifts and legacies then before given, granted or devised, or that should be thereafter given, granted or devised, to the use and maintenance of the said school and masters, ushers, mistresses and poor scholars thereof, without further, or other leave, license or authority whatsoever, from me, my heirs or successors, saving to me and them the respective quit-rents, duties and payments therout reserved, and payable by their original grants and patents, and with full power to frame, make and prescribe such rules and ordinances, for the good order and government of the said school and of the masters, ushers, mistresses and poor children, with other privileges in the same patent expressed, or by the same patent, relation thereto being had, may appear.

And WHEREAS, At the further request of the several trusty and well beloved Friends, I did, by an instrument, or Charter, under my hand and my greater Provincial Seal, bearing date the Twenty-second day of the Fifth month, called July, in the year of our Lord, one thousand seven hundred and eight, give and grant to Samuel Carpenter, Edward Shippen, and others, therein named and designated, full license, power and authority to build, erect, found and establish, in the said town of Philadelphia, or in the county of Philadelphia, one Public School, to consist of such and so many masters, mistresses, ushers and teachers, and for maintaining, teaching and instructing such and so many poor children of both sexes in reading, work, languages, arts and sciences, as to the Overseers therein named should seem meet; and that such Public School should forever thereafter be incorporated and called the Public School founded in the town and county of Philadelphia, in Pennsylvania, at the request, cost and charges of the People called Quakers, and that there should be forever thereafter fifteen discreet and religious persons of the People called Quakers, Overseers of the same Public School, to be incorporated and made one body politic and corporate, by the name of the Overseers of the Public School, founded in the town and county of Philadelphia, in Pennsylvania, at the cost and charges of the People called Quakers, to have perpetual succession forever; in which last Charter or instrument, I granted to the said Overseers several powers, authorities and privileges, for the good government, improvement and support of such school, as by the said Charter or instrument may appear.

And WHEREAS, it hath lately been represented to me by some of the said Overseers, that the good ends intended by erecting such school will be better

answered and effected, if the said corporation were made more extensive and the powers and privileges granted to the said Overseers were more enlarged.

Now KNOW YE, that I being desirous to give all further due encouragement to so pious and useful an undertaking, do hereby, for me and my heirs, will and ordain that the Public School erected and founded by either of the former grants, hereinbefore recited, shall forever hereafter be incorporated, called and known by the name of the Public School founded by Charter in the town and county of Philadelphia, in Pennsylvania, and not by any other name, style or title whatsoever, and that fifteen discreet and religious persons shall be the Overseers of the said school, who and their successors, shall forever hereafter be one body, politic and corporate in deed, name and law, to perpetual succession, and to be named and called by the name of the Overseers of the Public School, founded by Charter in the town and county of Philadelphia, in Pennsylvania, and not by any other name, style or title whatsoever, and then by the said name, I do confirm and establish any name or names of the said school, or of the said Overseers, in any former patent or Charter by me granted, in any wise notwithstanding, and the same school by the name aforesaid, I do by these presents, erect, found, establish and confirm, to have continuance forever. And that the said pious foundation and undertaking may have and take better effect and for the good government of the said school, and that the lands, tenements, revenues, stocks, goods, money and other things, that have been given, granted, assigned and appointed, and which now are intended to be, or hereafter shall be given, granted, assigned or appointed, for the continual maintenance and support of the said school, may be well ordered, and be justly converted or employed to the use of the said school forever, I hereby will and ordain and by these presents do assign, nominate, constitute and appoint my trusty and well beloved Friends, Samuel Carpenter, the elder, Edward Shippen, Griffith Owen, Thomas Story, Anthony Morris, Richard Hill, Isaac Norris, Samuel Preston, Jonathan Dickinson, Nathan Stanbury, Thomas Masters, Nicholas Waln, Caleb Pusey, Rowland Ellis and James Logan to the present Overseers of said school. And I further will and ordain, for me and my heirs, that the above-named Overseers of the said school and their successors shall always, by the said name of the Overseers of the Public School, founded by Charter, in the town and county of Philadelphia, in Pennsylvania, persons able and capable in law, to purchase, receive, obtain, retain, possess and enjoy to them and their successors, Overseers of said school forever, for the use and benefit of the said school any manors, lands, tenements, revenues, rents, money, goods and chattels whatsoever of a person or persons whomsoever. And that the said Overseers and their successors shall always



SEAL.

may have a common Seal, on one side whereof shall be engraved my Coat of Arms, with this inscription,

"GOOD INSTRUCTION IS BETTER THAN RICHES,"

to be made use of and serve for the business relating to the said school, and the possession and revenues thereof.

And that the said Overseers and their successors by the name aforesaid

shall and may sue and be sued, plead and be impleaded, defend and be defended, answer and be answered, in all manner of Courts, pleas and demands of what kind or nature soever they be, either in law or equity or of any transgression, offence, thing, cause or matter done or committed, or to be done or committed, in, upon or about the premises, or touching or concerning any thing specified in these presents, in the same manner as any private persons, natives, inhabitants or planters in Pennsylvania aforesaid, being persons able, and in law capable, may plead or may be impleaded, defend or be defended, answer or be answered.

And I do hereby for me and my heirs, will, ordain and grant that the houses and buildings already erected, for the use of the said school, by virtue of any of the Charters hereinbefore recited or mentioned, shall be, remain and continue for uses, purposes and services of the said school only, according to the design and intention of the erectors thereof, unless the said Overseers herein nominated and appointed shall think fit otherwise to employ the same, in pursuance of the powers granted by these presents.

And that the said Overseers and their successors shall and may from time to time, as they shall think convenient, and the increase of the inhabitants of the said town and county of Philadelphia shall require, erect in any other place or places within the said town and county, as they, or the major part of them, shall think proper and convenient, any number of houses or buildings, for places of instruction of said scholars, and for the dwelling and abode of masters, mistresses, ushers, teachers, scholars, officers and servants, belonging and to belong to such school.

And I do by these presents, for me and my heirs, give and grant unto the said Overseers, and their successors forever, that they, or the major part of them, for the time being, shall have full power and authority to make, set down, establish and ordain such good and necessary statutes, orders, rules and ordinances in writing, under their hands, and under their common seal, for the better ordering, ruling, governing and improving of the said school, schoolmasters, schoolmistresses, ushers, teachers, scholars, and servants, belonging to the same, for the time being, and their several allowances, stipends, and wages, and of the houses, buildings, lands, possessions, revenues, incomes, rents, goods and chattles of the said school from time to time, with all other things whatsoever, unto the said school belonging, as to the increase or improvement of the rents, repairing of the premises, or any other matter or thing, that may tend to the good of the said school, as the Overseers for the time being, or the major part of them, shall think meet and convenient, so as the said statutes, orders, rules and ordinances be in no wise repugnant to the rights, privileges and jurisdiction of me and my heirs, as Governors of the said Provinces, nor contrary to, but as near as may be agreeable to, the laws and statutes of the said Province: all of which statutes, orders, rules and ordinances, until they shall be repealed, or altered, by the same authority, I will and enjoin, by these presents, to be entirely obeyed, kept and observed from time to time forever hereafter, by the Overseers, masters, mistresses, ushers, teachers, scholars and other officers and servants, of or belonging to the said school, for the time being, and every of them.

And I have further given and granted, and by these presents, for me and my heirs, do give and grant unto all and every person and persons, who now are, or hereafter shall be, owners of lands, or inhabitants of Pennsylvania aforesaid, and Territories thereunto belonging, special license, free power,

and lawful authority, to give, grant, bargain and sell, alien and demise, set and let unto the abovenamed Overseers of the said Public School and their successors, for the use and benefit of the said school, any manors, messuages, lands, tenements, hereditaments, sum or sums of money, goods or chattels whatsoever, saving to myself and my heirs, all quit-rents issued and to issue, out of such manors, messuages, lands, tenements and hereditaments provided nevertheless.

And I do, for me and my heirs, ordain that the said Overseers, for the time being, or any of them, or their successors, or any of them, shall not make a lease of any of the lands, tenements, or hereditaments, of or belonging to the said corporation, which shall exceed the number of one and fifty years, in possession and not in reversion, and whereupon shall not be reserved, payable yearly or half yearly, during every such lease, the best and most improved rent that can be got for the same respectively at the time of making such lease or leases.

And for the better government of the said school, I do hereby, for me and my heirs, give and grant full license, power and authority, unto the said Overseers of the said school, and their successors or the major part of them, from time to time, to nominate, place and displace, and visit the masters, mistresses, ushers, teachers, scholars, and other inferior officers and servants of belonging to the said school, for the time being, and to order, reform and redress all or any disorders, misdemeanors, offences and abuses, done or committed by the persons aforesaid, or any of them, according to the statutes and ordinances, which shall be made, ordained or appointed as aforesaid, the said Overseers for the time being, or the major part of them shall think fit.

And that the said schoolmasters, mistresses, ushers, teachers, scholars and other officers and servants thereunto belonging, for the time being, shall be exempted, freed and discharged from all visitation and correction of or by any other person or persons whatsoever.

And I do hereby, for me and my heirs, ordain, grant and appoint, that when and so often as any Overseer of the said school shall die, surrender or be removed from his or their place of Overseer or Overseers, for any misdemeanor, (in which case I will that any Overseer, shall and may be removed by a majority of the Overseers, for the time being, who shall be the judges thereof,) then and so often, the residue of the said Overseers shall remain, continue and be corporate by the name of the Public School found by Charter, in the town and county of Philadelphia, in Pennsylvania, to the intents and purposes, as if the whole number of Overseers were in being.

And also that then and so often it shall be lawful for the rest of the Overseers, or the major part of them, and they are hereby directed and enjoined to nominate, elect and appoint, by an instrument, under their common seal, one or more discreet, religious persons in the room and place, rooms or places, of such Overseer or Overseers so dying, surrendering, or being removed, within forty days after such death, and due notice thereof, and after such surrender or removal, which person or persons so nominated, elected and appointed shall from thenceforth be, and be reputed and deemed, Overseer or Overseers of the said school, to all intents and purposes, according to the true intent and meaning of these presents.

In testimony whereof I have set my hand, and caused the Greater Provincial Seal of Pennsylvania to be affixed to these presents, Dated the nine and twentieth day of November, one thousand seven hundred and eleven.

[SEAL.]

WM. PENN.

We have not the data, if we had the space, to follow the long history of this noted school so carefully chartered by the founder of the Commonwealth; but a few facts concerning it will serve to make known the sphere of its work and the success with which it has met.



FRIENDS' PUBLIC SCHOOL.

The main buildings belonging to the school, were for many years located on Fourth street, near the Friends' Meeting-House, but a number of branch charity schools were established in different parts of the city. These charity schools show that the object of the founders of the Friends' Public School, was not simply to provide a single institution for the education of a select few, but to open up facilities for acquiring knowledge to the needy many; and for one hundred and seventy years and more they continued to be a blessing to the poor of the city. A few years ago they were abandoned, the free schools doubtless rendering their longer existence unnecessary. The school is now located on Twelfth street, between Chestnut and Market. The institution has always borne a high reputation, especially for thoroughness in the teaching of the languages. Walter R. Johnson, Esq., of Philadelphia, writing in the *United States Literary Gazette*, in 1826, says of the school: "The Overseers have at this time the superintendence of twelve or thirteen schools. Of these, the classical establishment, Fourth street,

has always been conspicuous for the merits of its teachers, and for diffusing among the Society a liberal share of learning, of science and of refinement." Gordon in his Gazetteer of Pennsylvania, 1832, writes as follows: "The Latin, Greek and Hebrew languages are taught in the William Penn Charter School; and lectures on Botany, Mineralogy and various branches of science are delivered. It possesses an observatory with valuable instruments, and a Library with rare works. Its charity schools in different parts of the city number fourteen." James J. Barclay, Esq., in an address, delivered at the dedication of the Zane street Public School House, in 1841, states that the Charter School had received numerous bequests, all from members of the Society of Friends except one of a hundred pounds, and adds: "The benefits of the schools have been enjoyed principally by those who did not belong to the Society. The average number of pupils educated on the foundation, has been for several years past about one hundred and twenty-five; of whom the children of Friends have formed about a tenth part. These schools continue in a prosperous state, and confer great benefits on the community." Jacob Taylor had charge of the school in 1708. He served as Surveyor General of the Province, and was a noted astronomer and mathematician. He succeeded Jansen in the management of the Friends' press, and printed thereon work for them and his own Almanacs which had a large circulation. Among the other prominent Masters of the school was Charles Thomson, about 1757, afterwards secretary of the Revolutionary Congress; and Robert Proud, the Historian, was for many years, both before and after the Revolutionary War, a teacher of languages. Richard M. Jones has been head master of the school since 1875. During his administration great improvements have been made in buildings and in facilities for study. The training, physical, intellectual and moral is not excelled by that of any institution of the secondary grade in the whole country, and is considered equal to that of Rugby and Eton in their best days.

To further exemplify the enlightened views of public education entertained by intelligent men among the colonists of Pennsylvania two hundred years ago, the following extract is taken from a work entitled "Good Order Established in Pennsylvania and New Jersey" by Thomas Budd, published in London, in 1685. Thomas Budd was a Friend, became a Proprietor and an early settler in New Jersey, and at one time served as a member of the General Assem-

bly of that Province. He died at Philadelphia, in 1698. It would be difficult to find in the history of the State anything more broad or more liberal on the subject than his view of the provision that should be made for the education of the people. He says:

1. Now it might be well if a law was made by the Governors and General Assemblies of Pennsylvania and New Jersey, that all persons inhabiting in the said Provinces, do put their children seven years to the public school, or longer, if the parents please.

2. That schools be provided in all towns and cities, and persons of known honesty, skill and understanding be yearly chosen by the Governor and General Assembly, to teach and instruct boys and girls in all the most useful arts and sciences that they in their youthful capacities may be capable to understand, as the learning to read and write true English, Latin, and other useful speeches and languages, and fair writing, arithmetic and book-keeping; and the boys to be taught and instructed in some mystery or trade, as the making of mathematical instruments, joinery, twinery, the making of clocks and watches, weaving, shoe-making, or any other useful trade or mystery that the school is capable of teaching; and the girls to be taught and instructed in the spinning of flax and wool, the knitting of gloves and stockings, sewing and making of all sorts of useful needle-work, and the making of straw-work as hats, baskets &c., or any other useful art or mystery that the school is capable of teaching.

3. That the scholars be kept in the morning two hours at reading, writing, book-keeping &c., and other two hours at work in that art, mystery or trade that he or she most delighteth in, and then let them have two hours to dine and for recreation; and in the afternoon two hours at work at their several employments.

4. The Seventh day of the week, the scholars may come to school only in the forenoon; and at a certain time in the afternoon, let a meeting be kept by the schoolmasters and their scholars, where after good instruction and admonition is given by the masters to the scholars, and thanks returned to the Lord for his mercies and blessings that are daily received from Him, then, let a strict examination be made by the masters, of the conversation of the scholars in the week past, and let reproof, admonition and correction be given to the offenders, according to the quantity and quality of their faults.

5. Let the like meetings be kept by the school mistresses, and the girls apart from the boys. By strictly observing this good order, our children will be hindered of running into that excess of riot and wickedness that youth is incident to, and they will be a comfort to their tender parents.

6. Let one thousand acres of land be given and laid out in a good place, to every public school that shall be set up, and the rent or income of it go towards defraying of the charge of the school.

7. And to the end that the children of poor people and the children of Indians may have the like good learning with the children of rich people, let them be maintained free of charge to their parents, out of the profits of the school, arising by the work of the scholars, by which the poor and the Indians, as well as the rich, will have their children taught, and the remainder of the profits, if any be, to be disposed of in the building of schoolhouses and improvements on the thousand acres of land which belongs to the school.

But the advanced educational opinions of the founder of Pennsylvania and his immediate followers do not seem to have been entertained or acted upon by those who succeeded them in the management of the affairs of the Province, for little affecting the interests of education can be found on record emanating from either the Proprietors, the Governors, the Provincial Council or the General Assembly, from Penn's time on to the breaking out of the Revolutionary war. The first three quarters of the eighteenth century are almost a perfect blank so far as anything was done by the public authorities to provide an education for the people. Indeed the last Charter of Privileges granted by Penn himself, in 1701 which continued in force until the adoption of the Constitution in 1776, contains no section or clause relating to education. The provision in the earlier Charters in regard to the establishment of public schools was omitted, and the laws based thereupon seem consequently to have died with it. The only legislative enactments during this long, dreary period, touching the subject at all are the following:

On the seventh of June, 1712, an act was passed providing that all religious societies, assemblies and congregations of Protestants be allowed to purchase lands and tenements for erecting schools, hospitals, etc. February sixth, 1730, this act was repealed by the passage of another of the same import but of a more comprehensive character. The Preamble to this act states that "sundry religious societies of people of the Province, professing the Protestant religion, have, at their own respective costs and charges, purchased small pieces of land within the Province of Pennsylvania; and thereon have erected churches and other houses of religious worship, schoolhouses and alms houses;" and the Act provides: "That it shall and may be lawful to and for any religious society of Protestants, within this Province, to purchase, take and receive, by grant, or otherwise, for burying-grounds, erecting churches, houses of religious worship, schools and alms houses, for any estate whatsoever, and to hold the same for the uses aforesaid, of the lord of the fee, by the accustomed rents."

On the twentieth of May, 1767, an Act was passed "for raising by way of lottery the sum of four hundred and ninety-nine pounds and nineteen shillings, to be applied to the payment of the arrears of debt due for the building and finishing of the German Lutheran church, in Earl township, Lancaster county, and towards erecting

and building a schoolhouse to the same church." And on the eighteenth of February, 1769, it was enacted that "the Commissioners thereafter named to collect the accounts of the managers, and to sue for and recover of them, their executors and administrators, such sums of money as are now due and unpaid on account of the lottery, set up and drawn for erecting a new schoolhouse for the High Dutch Reformed congregation, and for enabling the vestry and wardens of St. James' church, in the borough of Lancaster, to complete the work by them begun; and also to enable the managers to sue for and recover money due to them for the sale of tickets in said lottery." It may be added that the old statutes contain many acts to raise money by lottery to build churches, but those quoted are all that seem to apply to schools.

It will be shown hereafter that as the State ceased to exert itself in behalf of education, the Church, or rather the several Churches, and the people themselves in neighborhood organizations, took up the burden and planted schools as best they could in all directions throughout the growing colony; but search must first be made for the causes that brought about such a surprising change of policy in respect to education on the part of the Provincial authorities. At starting out, they took high ground on the subject; strong reasons must have existed to induce them to abandon it. Penn's Frame of 1701 completely ignores the subject, and is in some other respects less broad, if better suited to the popular taste, than the grand Charter of freedom and progress which he brought with him to America, in 1682. He seems to have found that some of his earlier theories of government, as applied to a community mixed in nationality, diverse in religious opinions, and greatly varied in degree of intellectual acquirements, such as had grown up in Pennsylvania, were impracticable, and, for this reason to all appearance, he was compelled, however reluctantly, to abandon them. The Frame of 1701 was a concession or a compromise; retaining unimpaired in strength the article of the older Charters concerning liberty of conscience and some other provisions considered fundamental, he felt constrained to sacrifice certain cherished ideas to the persistent clamors of the people, and to the threatening demands of the British Government to which he owed allegiance. Without doubt, in the beginning, he intended to make education universal throughout the Province by public authority; but the experiment partially failed in his own hands, and success became much less likely under

the direction of the weaker, narrower, less philanthropic men took his place at the head of affairs as the chief executive officer. The truth is that almost from the organization of the Provincial government to the breaking out of the Revolutionary war, Pennsylvania was so distracted by clashing principles, intestine feuds and warring factions, that little attention could be given by the government to the higher questions that concern the intellectual and moral interests of the people. The colony grew more rapidly than any other in America, and its increase in prosperity and wealth was in proportion to its increase in population; but these results were much more owing to the favorable position of the country, the richness of the soil, the chartered rights that secured free toleration of all forms of religion, and the peaceful policy pursued towards the Indian tribes, than to any direct action of the government itself. The people were in good measure let alone. Opposing principles clashed, opposing parties kept up their war of words and cross purposes, opposing policies struggled with each other for mastery; meanwhile, the Government stood still, at times almost paralyzed, waiting for the hot debate to end, the ferment of discordant ideas to cease, and some settlement to be arrived at by the contending factions. Writers find this part of Pennsylvania history uninteresting and unprofitable, simply because they do not take pains to investigate it to the bottom. Well understood, it furnishes a remarkable example of political evolution. A great State was to be born: behold here the process of parturition!

Antagonisms were involved from the beginning in the principles and policy of Penn and his Quaker followers. Governor Fletcher saw as early as 1693 that "The Constitution of their Majesty's Government and that of Mr. Penn were directly opposed one to the other." Inherent in the Quaker doctrine was a force that threatened the overthrow of the existing order of things both in Church and State, and it could not fail to provoke determined opposition. The conflict that was fought out on the soil of Pennsylvania was inevitable and irrepressible. Some of the causes of this long struggle may be pointed out here as they stood in the way of education; their full discussion would be proper only in a general history.

In his grant to Penn, Charles II. had constituted him sole Proprietor of the Province of Pennsylvania and owner of the soil; and had given him absolute power to govern the country, subject only to the Crown of England. Penn himself used his best endeavors

in accordance with his conciliatory disposition, his own ideals of government, and the spirit of the religious society to which he belonged, to establish a free State and to bring about a practical reconciliation between his own prerogatives and the rights he was willing to accord to the people. But he was virtually a feudal lord and had founded a democracy. No accord between such conflicting principles was possible, as the long contest concerning grants, privileges, salaries, land-titles, taxes and quit-rents abundantly proves.

Not less inharmonious was the relation between the Proprietary and the Crown of England. It was a double-headed rule that could not last, and while it lasted led to appeals, complaints and intrigues, the abrogation of healthful laws, Penn's deprivation of his Government, and its restoration to him with conditions that must have sorely vexed his patience if they did not try his conscience.

The early population of Pennsylvania was heterogenous to an extent unknown in any other colony. There were the descendants of the ancient Swedish and Dutch settlers on the Delaware; English, Scotch, Welsh and Irish, no better assimilated here than at home; Germans in great numbers, and with widely different political and religious opinions, and a sprinkling of restless spirits from many other countries—the best possible material of which to build a great State, but subject first to a trying but inevitable social and political ferment. The situation was greatly complicated by the conflicting religious opinions entertained by the people. The Friends, most numerous, and schooled by persecution into a tenacity for their principles that seemed to others almost like blind stubbornness; the plain non-resistant German denominations, in sympathy with them; the Episcopalians, willing at any time to accept and hoping some time to enjoy the privileges held by the Church in the mother country; Lutheran and Calvinistic Germans, Presbyterians, Baptists, Catholics—all were represented by ardent supporters in the infant colony, each bent upon obtaining a foothold and a following.

The Friends, from their relations to the Proprietary, were in the ascendancy in the Government; and, until about the time of Braddock's defeat, always constituted the majority in the General Assembly. They were not generally liked by other religious denominations. They had been most bitterly persecuted in England and elsewhere in Europe, and in several of the American colonies;

and the feeling against them even in the Province they had founded and to the equal privileges of which they had invited their enemies as well as their friends, was far from being cordial. A majority of the Deputy Governors were not members of their Society and in some instances showed little respect for their tenderness of conscience. Governor Gookin even went so far as to proclaim that under an old English statute which he had exhumed the Friends were disqualified from giving evidence in criminal cases sitting on juries and holding office. The unthinking ridiculed the peculiarities of dress, speech and manners; and many well-meaning people, not understanding their objection to taking an oath, scoffed at their scruples and attached little sanctity to their form of solemn affirmation. Some strong men mistook their mild way of doing things for weakness, and their patient sufferance of evil for cowardice. Quakerism made a grand struggle to govern the State as it had founded according to its own principles, but the time for such a government had not yet come; many Friends resigned their seats in the Assembly, upon the condemnation of their peaceful policy towards the Indians by the Privy Council of England in 1756; and their last effort to found a nation upon the principle of practical non-resistance expired amid the throes of the Revolutionary war.

The Friends were non-resistants, opposed alike to both offensive and defensive war. This they conceived to be Christ's doctrine and they thought he meant that Christians should apply it. The policy preserved peace with the Indians, while all the neighboring colonies were harassed by war. They believed that fair treatment would make that peace perpetual. But New York on one side, and Virginia on the other, were severely pressed by wars with savage tribes, and wanted help. England was a warlike nation, and demanded men and money for military purposes. The Indians maddened by blood shed elsewhere, began to seek revenge upon the peaceful citizens of Pennsylvania, rousing in return among the unprotected settlers in the interior of the State, a determination to meet arms with arms. The Quaker representatives in the Assembly plead the cause of peace, plead the rights of conscience, plead the success of faith well kept even with savages, and when they could do nothing better, resorted to measures which now seem equivocal to save the principle at stake. Their opponents were irritated by delays which they deemed unnecessary, and by resistance which they thought could arise only from willful obstinacy.

or unfeeling indifference; the Governors of the Province were at times filled with rage by votes refusing to comply with their demands on military subjects, or by half-way measures that failed to meet them; and some excited individuals on the borders, whose friends had been murdered and whose property had been destroyed by the savages, threatened to wreak their vengeance upon the men whom they charged with having neglected to provide adequate means of defence. The Friends could not yield without yielding one of the most vital principles of their religion; the war party looked upon it as a question of life or death. This was the issue joined, and, at last, after a struggle of more than fifty years, the friends of peace were outvoted in the Assembly, a military force was organized, the Province made ready to defend itself and punish its enemies by the sword, and the Government soon passed entirely beyond the control of the family and the followers of the founder.

Pending the civil commotion which has just been outlined, awaiting the solution of questions as vital in religion as they are fundamental in government, it is hardly to be wondered at that the public schools contemplated in the beginning were overlooked, and that little time could be found by legislators to mature and enact measures relating to a subject like education, requiring close and quiet consideration.

CHAPTER IV.

THE COLONIAL PERIOD, 1682 TO 1776.

EDUCATION PARTIALLY PUBLIC. "THE ACADEMY AND CHARITABLE OF THE PROVINCE OF PENNSYLVANIA," SUBSEQUENTLY THE UNIVE PENNSYLVANIA. "THE SOCIETY FOR THE PROPAGATION OF C KNOWLEDGE AMONG THE GERMANS IN AMERICA." THE PUBLIC OF THE CONNECTICUT SETTLERS IN WYOMING.

TOWARDS the close of the period of which we are writi occurred several events that have had a marked influer the history of education in the State. Harbingers they what was to come in the then distant future. Of these it appropriate to speak somewhat in detail.

The "Academy and Charitable School of the Province of sylvania," in the course of years the University of Penn: although established by private citizens, deserves on accou: broad foundation, its liberal purposes and its connection v and State authorities, to be ranked among public institutio: plan of an Academy was drawn up by Benjamin Franklin but the project was laid aside soon after on account of the ment and disturbances growing out of the war between Gr ain and France, in which the colonies were involved. : Franklin again took up the subject, interested in it some of sonal friends and a number of leading citizens; and to attra attention wrote and published a pamphlet entitled, "Propo: tive to the Education of Youth in Pennsylvania."

This pamphlet contained matter relating to education calculated to attract attention now as then. It proposed house for the Academy should be located not far from a r have connected with it "a garden, orchard, meadow, and a two," and be furnished with "a library, maps of all countrie: some mathematical instruments, an apparatus for experit natural philosophy and mechanics, prints of all kinds, p buildings and machines." The Rector among other qual was to be "a correct, pure speaker of the English tongue."

to keep the pupils in health and to strengthen and render active their bodies, they were to be "frequently exercised in running, leaping, wrestling and swimming." The study of drawing was recommended with "some of the first principles of perspective." The English language was to be taught by grammar and reading some of the best authors; the style of the pupils was to be formed "by writing letters to each other, making abstracts of what they read, or writing the same things in their own words," and a good delivery acquired by "making declamations, repeating speeches, and delivering orations." Reading was to be made serviceable to useful knowledge by introducing the most valuable facts and observations concerning History, Chronology, Ancient Customs, Morality, Religion and Politics. Discussions, oral and written, were suggested as well calculated to "warm the imagination, whet the industry and strengthen the abilities" of the young. "Though all should not be compelled to learn Latin, Greek, or the modern foreign languages, yet none that have an ardent desire to learn them should be refused; their English, Arithmetic, and other studies absolutely necessary, not being neglected." "With the history of men, times and nations should be read, at proper hours or days, some of the best *histories of nature*, which would not only be delightful to youth, and furnish them with matter for their letters, as well as other history, but would afterwards be of great use to them, whether they are merchants, handicrafts or divines; enabling the first better to understand many commodities and drugs, the second to improve their trade or handicraft by new mixtures or materials, and the last to adorn their discourses by beautiful comparisons, and strengthen them by new proofs of Divine Providence." And, "while the pupils are reading natural history, might not a little gardening, planting, grafting, and inoculating, be taught and practiced; and, now and then, excursions made to the neighboring plantations of the best farmers, their methods observed and reasoned upon for the information of youth, the improvement of agriculture being useful to all, and skill in it no disparagement to any?" The plan thus proposed, and especially that part of it which subordinated classical to English studies, met with great favor and generous support.

The result of the agitation thus begun, was the organization of a Board of Trustees to carry the design into effect. Of this Board, Franklin was chosen President. Vacancies in the Board were to be filled by the remaining members, and no member was allowed to

receive either reward or compensation. The members of the Board raised among themselves £2000, and this sum was afterwards considerably increased by subscriptions among the citizens and in other ways. Application was made to the Common Council of the City of Philadelphia for aid; and the following, from a paper drawn up and presented to this body by Franklin, 1750, sets forth the benevolent and generous objects had in view:

The greatest part of the money paid and to be paid is subscribed by the trustees themselves, and advanced by them, many of whom have no children of their own to educate, but act with a view to the public good, without regard to sect or party. And they have engaged to open a Charity School within two years for the instruction of poor children, gratis, in reading, writing and arithmetic, and the first principles of virtue and piety. The benefits expected from this institution are:

1. That the youth of Pennsylvania may have an opportunity of receiving good education at home, and be under no necessity of going abroad for it, whereby not only considerable expense may be saved to the country, but a stricter eye may be had over their morals by their friends and relations.

2. That a number of our natives will hereby be qualified to bear magistracies, and execute other public offices of trust, with reputation to themselves and country, there being at present great want of persons so qualified in several counties of this Province; and this is the more necessary now than is provided for by the English here, as vast numbers of foreigners are yearly imported among us, totally ignorant of our laws, customs and language.

3. That a number of the poorer sort will hereby be qualified to act as schoolmasters in the country, to teach children reading, writing, arithmetic and the grammar of their mother tongue, and being of good morals and known character, may be recommended from the Academy to country schools for that purpose—the country suffering very much at present for want of good schoolmasters, and obliged frequently to employ in their schools vicious and profligate servants or concealed Papists, who by their bad examples and instructions often deprave the morals or corrupt the principles of the children under their care.

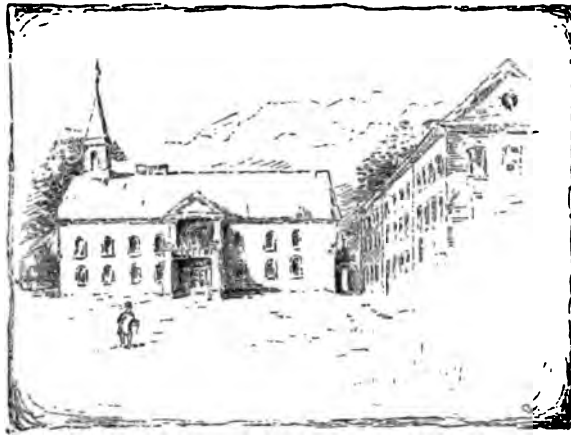
4. It is thought that a good Academy erected here in Philadelphia in a healthy place, where provisions are plenty, situated in the centre of the Colonies, may draw numbers of students from the neighboring Provinces, who must spend considerable sums among us yearly in payment for their lodging, diet, apparel, etc., which will be an advantage to our traders, artisans and owners of houses and lands.

All this is admirable! These far-seeing citizens of an age long past understood how to lay a solid foundation for a good government and a prosperous State. They considered it desirable that children should be educated at home, and they proposed to provide them better school facilities there than they could find elsewhere. The State needed intelligent public officers, and they determined

provide them by educating native born citizens. Good school-masters could not be dispensed with, and they concluded the wisest plan was to prepare them, and they at once began the work of Normal instruction. They also had an eye to business, knowing well that a good school is always a money-making institution. Withal, they meant that the poor should share the benefits of their school as well as the rich, for like the Friends in the establishment of their Public School fifty years earlier, it was rather a system of schools for all than a single school for a select few that they meant to establish.

The Common Council in answer to the petition agreed to give £200 in cash, and £50 per annum for five years, and £50 additional for the right of sending one scholar each year from the Charity School to the Academy.

The building purchased was one erected a few years previously as a place of public worship for Rev. George Whitefield, but as



THE UNIVERSITY OF PENNSYLVANIA—AS IT BEGAN.

some alterations and repairs were necessary, the schools were first opened in a private house. The Academy began with three schools, one of Latin, one of English, and one of Mathematics. A master with an usher was employed in each school. As originally designed, a Charity School was established under the same general management, in which the children of poor parents were taught gratuitously, thus following the example of the Friends' Public School and the so-called Public or Free Schools of the mother country. This was the beginning of the Charity Schools maintained by the

University of Pennsylvania up to the year 1877, and doubtless led the way to the adoption of the provision which at present exists, admitting a limited number of students from the public schools of the city without charge.

A charter was granted to the Trustees of the Academy by the Provincial authorities in 1753, under the title of "Trustees of the Academy and Charitable School of the Province of Pennsylvania." The Academy soon became prosperous, the course of study was enlarged, and by a second act of incorporation, granted in 1755, the institution became a College, with the right to confer degrees. Three departments were now established, a College, an Academy, and the Charity Schools. The earlier Boards of Trustees were constituted without regard to party or sect, and embraced the names of the most distinguished men in the Province; among them, Franklin, Logan, James Hamilton, Richard Peters, Isaac Norris, Francis Hopkinson, George Clymer, Thomas Mifflin, Richard and John Penn, Edward Shippen, and others of like eminence. In two years after the institution started, it numbered three hundred students, one-third of whom were in the collegiate department; and, in 1763, the number of students reached four hundred, many of them coming from Maryland, Virginia, the Carolinas, and the West Indies. In 1756, the Provost says, "We have now two Indian children of a considerable family, who have been at the College for these two years, and can now read and write English, etc.," and a general plan for bringing Indian children to the Academy to be educated was at one time contemplated. The Indian boys referred to by the Provost were Jonathan and Philip, sons of Jonathan Cayenguilagoa. John Montour, son of Madam Montour, was also a student at the College a year or two later. In 1762, a boarding house was erected for students from a distance, mainly by means of £2,000 realized from a lottery. Six or seven lotteries were set on foot at various times for the benefit of the institution. In 1774 a large house was erected as a residence for the Provost. The first teachers in the Academy were David Martin, Rector; Theophilus Grew, Mathematics; Paul Jackson, Languages; and David James Dove, master in the English School. Mr. Dove seems to have carried on at the same time a school for young ladies, receiving them from five to eight o'clock in the evening. Charles Thomson, Dr. Francis Allison, Rev. Ebenezer Kinnersley, Franklin's assistant in his electrical experiments, were connected with the Academy a little later. Rev.

Dr. William Smith was the first Provost, or President of the College, and remained at its head until it was merged in the University of Pennsylvania after the Revolutionary war. Dr. Smith was a man of great learning and superior executive ability. Of the course of study he planned for the institution, it has been said by competent judges that "no such comprehensive scheme of education then existed in the American colonies." His administration was successful in attracting students, and he largely increased the College revenues by collections made personally both in this country and in England. Outside of his duties in connection with the College, he was an earnest worker in the Church and in the field of science, literature and education; and at times he took an active part in the discussion of the social and political questions of the day. He sided with the war party against the party of peace, and was never in sympathy with either the political principles or the religious doctrines of Friends. Acting with the Proprietaries against the people, he incurred the opposition of Franklin, and a long and at times bitter controversy arose between them. Thrown into Walnut street jail, in 1758, by the Provincial Assembly, for publishing an alleged libel derogatory to its privileges, he undauntedly continued in prison his lectures to his classes, the students going to his place of confinement to meet him.

Dr. Smith went to England in 1762 on a mission to collect funds for the college. In an appeal setting forth the needs of the college, he thus speaks of it: "The Seminary consists at present of near two hundred students and scholars, besides eighty boys and forty girls educated on charity. It is governed under a corporation of twenty-four trustees, by a Provost, Vice-Provost, and three Professors, assisted by six tutors or ushers, besides two Masters and a Mistress for the Charity Schools. Very great sums have from time to time, been contributed for its support by private persons within the Province; besides, to the amount of near £3000 Sterling, in lands and money, by the honorable Proprietary family. But although the greatest economy hath been used in every part of the design, and nothing attempted but what the circumstances of so growing a place seemed absolutely to require, yet the necessary expense attending so large an undertaking hath greatly exceeded all the resources in the power of the trustees." The response to this appeal by the King, the Proprietary, and the people of England, was so liberal that Dr. Smith returned to America with a subscription of £6000. In all Dr. Smith

is said to have added £20,000 to the funds of the institution. What is now known as the Medical Department of the University became connected with the College in 1765, the oldest school of the kind in America. A Law School, an institution at that time unknown in the country, was established, and lectures were delivered during the winter of 1790-91; but this department was soon suspended, to be opened under more favorable circumstances in later years.

The College was greatly disturbed by the breaking out of the Revolutionary War. In January, 1777, a body of American troops was quartered in the buildings; and later in the same year the college was entirely closed, and remained so during the time Philadelphia was occupied by the British army.

Certain officers of the College had been for some time under suspicion of disloyalty by the Whig majority in the Pennsylvania Legislature; and, at length, Joseph Reed, President of the Executive Council, gave formal voice to these suspicions in his message, and a committee of inquiry was appointed. The result was the passage of an Act, 1779, depriving the institution of its charter and property. The Preamble of the Act gives the reasons of this proceeding and is otherwise of interest. It is as follows:

Whereas, The education of youth has ever been found to be of the most essential consequence, as well to the good government of States, and the peace and welfare of society, as to the profit and ornament of individuals, insomuch that from the experience of all ages, it appears that Seminaries of learning, when properly conducted, have been public blessings to mankind, and that, on the contrary, when in the hands of dangerous and disaffected men, they have troubled the peace of society, shaken the government, and often caused tumult, sedition and bloodshed;

And Whereas, The College, Academy and Charitable School of the city of Philadelphia, were at first founded on a plan of free and unlimited catholicism; but it appears that the trustees thereof, by a vote or by-law of their Board, bearing date the fourteenth day of June, in the year of our Lord, one thousand seven hundred and sixty-four, have departed from the plan of the original founders, and narrowed the foundation of the said institution. *Be it enacted, etc.*

It is now considered that this action towards the College was an outgrowth of the bad feeling of the times, and ill advised, if not wholly unjust. To compensate the public for the loss of their educational facilities, the Legislature almost immediately chartered a new institution under the name of the University of Pennsylvania, and transferred to it the funds and franchises of the despoiled College, and added an appropriation of £1,500 a year, from the

proceeds of certain confiscated estates. The success of the University thus established did not equal the expectations of its friends; and as soon as the passions created by the Revolutionary struggle had somewhat cooled, application was made to the Legislature to restore to the old corporation its charter and property; and after being rejected in 1784, in 1789 an act was passed reinstating the trustees and faculty in all their former rights and privileges. There was no room in Philadelphia at that time for two educational institutions of a high grade, and failure threatened both of them; so two years later, with the consent of all parties concerned, an Act was passed uniting the two corporations into one under the name of the University of Pennsylvania, of which something more will be said in the proper place.

In 1741, under the lead of Bishop Augustus Gottlieb Spangenberg, the Moravian brethren and their friends in London, formed a society which seems to have been intended for the benefit of the Germans in America, as well as for the conversion of the Indians. About the same time a benevolent organization at Halle, in Germany, sent a number of Lutheran ministers to labor among their brethren in this country, and to forward reports of the work accomplished. Doubtless, the education of youth had a place in these movements; but a little later, a well devised scheme was set on foot purely for the purpose of establishing schools among the Germans in Pennsylvania that deserves consideration in this place. In certain of its features, it resembled our modern common school systems, and on that account is of peculiar historic interest.

Rev. Michael Schlatter, of St. Gall, Switzerland, a Minister of the German Reformed Church, came to Pennsylvania in 1746. He was sent out by the Reformed Synod of Amsterdam. After laboring among the Germans for five years, at various places, in Pennsylvania, Maryland and Virginia, he returned to Europe and made known to ecclesiastical bodies in Holland the neglected state of education among the German people in America. His account awakened much interest in the subject among the pious Netherlanders, which in a short time extended to the Palatinate, Switzerland and Great Britain. Mr. Schlatter's report was printed in Holland, where a considerable fund was raised to aid in establishing the schools so badly needed. The report was also translated into English and extensively circulated in England and Scotland.

There existed at this time in England a "Society for the Propagation of the Gospel in Foreign Parts," and Mr. Schlatter's statement concerning the want of education among the Germans in Pennsylvania seems to have attracted its special attention, and prompted an effort to afford assistance. Dr. William Smith, afterwards Provost of the College at Philadelphia, then in England, apparently at the request of the Society, under date of December 13, 1753, wrote a lengthy letter confirming the account of Mr. Schlatter, and adding many good reasons why the Pennsylvania Germans should be better educated, and why English Protestants and the English Government should aid in the work. In strong words, he speaks of "their melancholy situation, through want of instructors and their utter inability to maintain them, with the distressing prospect of approaching darkness and idolatry among them," and adds, "It is deeply affecting to hear that this vast branch of the Protestant church is in danger of sinking into barbarian ignorance, or of being seduced at least from the religion for which they and their fathers have suffered so much." In the following paragraphs, he anticipates the arguments often used since his day in support of a public school system:

Without education it is impossible to preserve a free government in any country, or to preserve the spirit of commerce. Should these emigrants degenerate into a state little better than that of wood-born savages, what use could they make of English privileges? Liberty is the most dangerous of all weapons, in the hands of those who know not the use and value of it. Those who are in most cases free to speak and act as they please, had need be well instructed how to speak and act; and it is well said by Montesquieu, that wherever there is most freedom, there the whole power of education is requisite to good government. In a word, commerce and riches are the offspring of industry and an unprecarious property; but these depend on virtue and liberty, which again depend on knowledge and religion.

But further, education, besides being necessary to support the spirit of liberty and commerce, is the only means for incorporating these foreigners with ourselves, in the rising generation. The old can only be exhorted and warned. The young may be instructed and formed. The old can neither acquire our language, nor quit their national manners. The young may do both. The old, whatever degree of worth they acquire, descend apace to the grave, and their influence is soon lost. The young, when well instructed, have their whole prime of life before them, and their influence is strong and lasting.

By a common education of English and German youth at the same schools, acquaintances and connections will be formed and deeply impressed upon them in their cheerful and open moments. The English language and a conformity of manners will be acquired, and they may be taught to feel the meaning and exult in the enjoyment of liberty, a home and social endearments. And when

once these sacred names are understood and felt at the heart, when once a few intermarriages are made between the chief families of the different nations in each county which will naturally follow from school-acquaintances and the acquisition of a common language, no arts of our enemies will be able to divide them in their affection; and all the narrow distinctions of extraction, etc., will be forgot—forever forgot—in higher interests.

On the course and method of education to be pursued, his views are narrow, measured by present standards, but liberal for the time. He thinks schools must be designed rather to make good subjects than finished scholars, and remarks:

The English language, together with writing, something of figures, and a short system of religious and civil truths and duties, in the Socratic or catechetic way, is all the education necessary to the people. These things therefore must be left open to everybody without price; but all other less necessary branches of literature may have quarterly fees laid upon them, to prevent the vulgar from spending more time upon them than is necessary.

Dr. Smith then argues that the simple truths of Christianity and the elementary principles of ethics and civil government can be understood with no general knowledge beyond what he would have taught in all schools without charge, and he deems proper instruction of this kind necessary to make good citizens. He recommends that the general trust in America be placed in the hands of six or seven competent men residing on the spot; and, anticipating the modern plan of visitation and superintendence, says:

One or more of these Trustees, is once every year to visit all the schools and examine the scholars, giving a small premium to one or more boys, born of German parents, who shall best deliver an oration in English, or read an English author, nearest to the right pronunciation. Let another premium be given to that boy, whether English or German, who shall best answer to some questions concerning religious and civil duties, on the plan already sketched out.—And now, what a glorious sight will it be to behold the Proprietor, Governor, or other great men, in their summer excursions into the country, entering the schools and performing their part of the visitation. This will be teaching indeed like those ancient fathers of their country, who deigned to superintend the execution of the laws they made for the education of youth, as the rising hope of the State.

The following are his views respecting persons suitable for masters:

The masters for such schools can only be found and educated in America. They must understand the English and High Dutch, with Mathematics, Geography, Drawing, History, Ethics, with the Constitutions and interests of the Colonies. Now, strangers cannot be thus qualified. For though they understood both languages, we could not be sure of their principles; nor would they for several years know the genius of the people, or correspond with the general scheme of polity in the education of youth.

And, then, catching a glimpse of a Normal School policy adopted a hundred years afterwards, he speaks of the preparation of teachers for the schools as follows:

It is a happy circumstance, in Pennsylvania in particular, that there is a flourishing Seminary, where such men may be educated; and, happier still, that the Honorable Proprietary is to make a foundation for maintaining and educating constantly some promising children of poor Germans as a supply of well-principled schoolmasters, that must be acceptable among their friends.

In mentioning the "foundation" made by the Proprietary, the reference is to the fact that Thomas Penn had authorized the payment of £50 per annum, £30 for himself, £10 for his wife, and £10 for his brother Richard, to educate young men in the Academy and College at Philadelphia, to fit them for schoolmasters.

Moved by such considerations, a "Society for Propagating Christian Knowledge among the Germans in America," was organized at London, early in 1754. Its members consisted mainly of noblemen of high standing, and wealthy gentry. A majority of them belonged to the Church of England, but they were careful to exclude all sectarianism from their proceedings. Dr. Samuel Chandler, an English Dissenter of eminence, was made Secretary. They collected considerable funds, amounting, it is said, to £20,000, and, among their first acts, with the advice of the Honorable Proprietary, they resolved to request the following persons, in Pennsylvania, "to accept of the inspection and management of the whole charity as trustees," viz.: Hon. James Hamilton, Lieutenant Governor; William Allen, Chief Justice; Richard Peters, Secretary of the Province; Benjamin Franklin, Postmaster General; Conrad Weiser, Interpreter, and Rev. William Smith. In his letter informing the trustees of their appointment, dated at London, March 15th, 1754, Dr. Chandler says:

You are desired particularly to assist with your encouragement and counsel, the Rev. Michael Schlatter, whom the Society has ordered, with a yearly salary of £100 sterling, under your direction, to be their supervisor and visitor of the schools they have agreed to erect in the following places, viz., Reading, York, Easton, Lancaster, Skippack, and Hanover, where, as they are informed by a letter from the worthy Secretary to the Honorable Proprietor, now before me, the Germans are being settled. The intention of the schools is to instruct youth in the English language, and the common principles of the Christian religion and morality. The schoolmasters for these schools should understand both the German and the English languages, and we are encouraged to hope by Mr. Schlatter that proper persons for this purpose may be found in the Province, the choice of which we must beg leave to devolve upon you, as we have entire confidence in your disposition to promote

so good a work, and judgment in the conduct of it. The yearly salary of each of these masters we are willing to allow for some years in any sum not exceeding £20, and the proportion to each we beg you would determine for us; and, indeed, that you would transact the whole of this important affair, as you shall judge it most expedient to accomplish the good intentions that are before us.

The gentlemen requested to do so, accepted the trust, and a meeting was held at the house of Judge Allen, at Mount Airy, on the 10th of August, 1754. The following resolutions were passed:

That an English school be erected and opened with all possible expedition at each of the following places, viz.: Reading, York, Easton, Lancaster, Hanover and Skippack.

That, for the better government of these schools, a certain number of the most reputable persons residing near every particular school be appointed deputy trustees, to visit that school, superintend the execution of the scheme of education in it, and use their interests in the support of it.

That six, eight or ten be appointed for every school, and that to render the scheme more catholic and unexceptional, part of these trustees for each school shall be Calvinists, part Lutheran Germans, and part Englishmen of any Protestant profession whatever.

That against next meeting the present members endeavor to inform themselves what persons may be fittest to be employed under them as trustees, and that proper steps be taken to engage such persons in the interest of the scheme, hoping that by means of such persons a schoolhouse and dwelling-house for the master may be immediately erected by the inhabitants of the particular divisions for which each school is to be established, without putting the Honorable Society or their trustees to any expense or trouble on this head.

Franklin presented a long letter from Rev. Henry Melchior Muhlenberg, of New Providence, now in Montgomery county. He heartily commended the project of establishing schools among the Germans, but "feared that some ill-minded persons would strive to defeat so just and noble a view." To counteract the effect of the bad advice that he anticipated would be given to the Germans on the subject, and to make known the merits of the project of establishing schools for their benefit, he proposed that a printing-press should be procured, and a German newspaper be issued under the direction of the trustees, and thought that in this enterprise no expense need be incurred by the Society, "especially if the printing house was in a country where there was no house-rent to pay, and where the same person might serve as schoolmaster and chief printer." Upon hearing this letter read, it was resolved to establish a German printing office, start a newspaper, and issue German school books, almanacs, tracts, circulars, etc., as needed. This

resolution was after some delay carried into effect. The paper was printed by Anthony Armbruster, under the direction of Dr. Smith.

At a subsequent meeting a petition was presented from Dr. Muhlenberg's German Lutheran congregation, offering the trustees the use of their newly-built schoolhouse for a school to be open to all Protestant denominations conveniently located. Another new schoolhouse at New Hanover, in the county of Montgomery, likewise belonging to the Lutherans, was offered for the same purpose. Both offers were accepted, on the condition that the German Reformed congregations in the same neighborhood should concur in the choice and location of the schoolhouses. They subsequently did so, and the schools were opened.

At this meeting persons were appointed as deputy trustees, to have local charge of the several schools. As the first school directors in the State, their names are of interest. The boards were composed of a mixture of Englishmen and Germans, belonging to different religious denominations.

For Lancaster.—Edward Shippen, President, Adam Simon Kuhn, Mr. Otterbein, Sebastian Graff, Mr. Gera, James Wright, and John Bär.

For Providence and Skippack.—Abram Sahler, Dr. John Diemer, John Schrack, Nicolaus Küster, Henry Pawling, Robert White, and John Coplin.

For Reading.—James Read, Francis Parvin, James Seely, Isaac Levan, Samuel High, Hans Martin Gerick, Jacob Levan, and Sebastian Zimmerman.

For Easton.—William Parsons, Lewis Gordon, John Chapman, John Le Fevre, and Peter Trexler.

For New Hanover, Frederick township.—Andrew Kepner, Henry Krebs, Henry Antes, John Reifsnyder, John Potts, and William Maugridge.

The trustees for York and other places were appointed at subsequent meetings.

The correspondence of some of these old school directors has been preserved. As an example, and as showing that school boards had their troubles then as well as now, the following extracts are taken from a letter written by William Parsons, of Easton, to Rev Richard Peters, dated October 19, 1754:

I am under some difficulty about the plan of a schoolhouse, but am clearly of the opinion that we neither ought to ask nor suffer the people to contribute either money or labor to it; they are so perverse and quarrelsome in all their affairs that I am sometimes ready to query with myself whether it be men or brutes that these most generous benefactors are about to civilize. Nevertheless, seeing so many great and worthy personages, out of their abundant humanity and goodness, have been pleased to set on foot so benevolent an undertaking, I will not be negligent in doing whatever they shall be pleased to recommend to me, though I am well assured that whoever is any way coa-

cerned in building or directing the schools will be exposed to perpetual insults and the most ignominious treatment even from those very persons for whose benefit they are laboring.

One thing, I think, has not been sufficiently attended to—the principal directions in forming the plan. As mothers have the principal direction in bringing up their young children, it will be of little use that the father can talk English, if the mother can speak nothing but Dutch to them; in that case the children will speak their mother-tongue. It therefore seems to me quite necessary that there should be English schoolmistresses as well as schoolmasters; and the girls should be taught something of the use of the needle, as well as to read and write, if writing should be thought necessary for girls.

Whether brought about by this letter or not, it became a part of the plan to establish “some schools for girls,” and “to have some few schoolmistresses encouraged to teaching reading and the use of the needle.” It was provided, also, that instruction should be given “in both the English and German languages, likewise in writing, keeping common accounts, singing of Psalms, and the true principles of the holy Protestant religion, in the same manner as the fathers of those Germans were instructed, at the schools in those countries from which they came.”

It was agreed, in December, 1754, to open a school in Vincent township, Chester county, with John Louis Ache as teacher. Mr. Ache, however, was first to qualify himself better in the use of the English language by an attendance, at the expense of the Proprietaries, at the Academy in Philadelphia. At the same time, it was agreed to open a school in the township of Upper Salford, now Montgomery county, and Rev. Frederick Schultz was appointed Master. In January 1755, a petition, signed by the Reformed and Lutheran ministers, and by fourteen leading citizens of the place, was received from the borough of Lancaster, asking for the establishment of an English school, assistance for the poor who might be induced to attend the two German schools already in existence, and for a teacher qualified to instruct in the Latin and Greek languages, if not prejudicial to the principal design. As an inducement for the appointment of such a teacher, a subscription in money was forwarded with the petition, amounting for the first year to £54. The most liberal subscriber was Edward Shippen, who “though he had no scholars to send” subscribed for two scholars, £6 a year for three years. About this time, there had been received in all, petitions for the establishment of eighteen schools, mostly from Reformed and Lutheran congregations.

During the year 1755, Mr. Schlatter was busily engaged, under his instructions, in opening schools, assisting the people by his advice, and selecting and preparing schoolmasters. He was directed by the Trustees to be present at the quarterly meetings of the assistant Trustees, and to consult with them in regard to the measures to be taken for the good of the schools. In addition to the schools at places already named, schools were established early in this year at Tulpehocken, in Berks county, at Heidelberg, now Lebanon county, and at Reading, Easton and Lancaster. At Lancaster, Rev. Samuel Magaw was appointed Master, with permission to teach the learned languages to the children of those who had subscribed for that purpose, and to employ an usher at a salary of £25 per annum, to be paid by the trustees.

The plan of educating the Germans in Pennsylvania, of which some account has now been given, however well meant, was not entirely acceptable to any class of the people it was intended to benefit, and not at all to the plain sects of Mennonites, Dunkers, Amish, and others. The Germans generally were sincerely attached to the language and the ways of the Fatherland, and did not want to be disturbed in their use. In some places schools of their own had been established, and they strenuously objected to having them broken up by what they considered a foreign importation. Some of them felt able to educate their own children, and were independent enough to decline the proffered charity. Besides, not a few among them thought they saw a political, if not a sectarian motive at the bottom of the movement. Christopher Sauer, the first of the well-known Sower family of Philadelphia, was the ablest and boldest spokesman of this class of Germans. At that time he published a German newspaper, at Germantown, which had a large circulation and great influence among the Germans throughout the Province. The following extracts from numbers of his paper printed in 1754, voice the sentiment to which allusion has been made:

We hear that ambition, etc., has made provision in the Academy of Philadelphia for Germans who have no mind to get their living by honest labor, probably under the pretext of raising lawyers, preachers, and doctors, since so little honesty comes in from abroad.

In a former number we mentioned that a High School or College was to be erected at Philadelphia for the benefit of the Germans in that city and in Lancaster, York, Reading, Easton, etc.; and that the Germans by degrees may become one nation with the English, and so have no ministers but English.

He comments with much severity upon the attempt to make it appear that the Germans would, in case of a war between the two nations, join the French against the English, and maintains that the simple use of the German language is no mark of disloyalty. He says bluntly, "wicked men may preach in English as well as in German." In a letter written September 6, 1755, this conservative old German expresses strong doubts whether the trustees and others who were interesting themselves to establish schools among his countrymen, "have the slightest care for a real conversion of the ignorant portion of the Germans in Pennsylvania, or whether the institution of free schools is not rather the foundation to bring the country into servitude, so that each of them may look for and have his own private interest and advantage." He declares that some of the trustees have little regard for religion; that their scheme is impracticable in country places; that it is a part of their object to strengthen through the schools the war party in the Province; and that, in short, the whole scheme is to be looked upon "as having only a political purpose and tendency."

The Friends as a body at least passively concurred in this opposition. Distrusting the management, many of them believed that the ultimate aim of the whole movement was to alienate the Germans, especially the non-resistant sects, from their support, and thus to weaken their political power in the Province, if not to wrench the government entirely from their hands.

Notwithstanding the opposition met with and the difficulties found in the way, the trustees and Mr. Schlatter pushed forward the work of establishing schools with commendable zeal. In a report to the Society in England, dated Philadelphia, September 24, 1756, the trustees say of the schools: "Upon the whole, they are in as promising a state as can reasonably be expected in a country so much harassed by a savage enemy, and subject to so many alarms to disturb that peace and tranquility which are so essentially necessary to the cultivation of knowledge. You are already informed that three of the schools we had planted have for some time past been entirely broken up, being near the frontiers, where the people for near a year have been flying from place to place, and but little fixed in their habitations. The other schools remain much in the same state as when you received our last minutes; and we are now not without hopes of enjoying more internal quiet for the future, and keeping our enemy at a greater distance."

When most flourishing the schools numbered seven hundred and fifty pupils; but in 1760, the number of pupils had decreased to four hundred and forty in nine schools. Mr. Schlatter continued in charge of the schools until about the middle of the year 1755; when he was succeeded by Dr. William Smith, a trustee, and Provost of the College in Philadelphia. Dr. Smith performed the duties of the position with characteristic earnestness and ability. The particularly active interest taken by him in his educational work is referred to in a very complimentary manner by the Archbishop of Canterbury, and other English Bishops, in recommending him to the University of Oxford, for the Degree of Doctor of Divinity. They say: "In consequence of this trust, the said William Smith has, besides the youth of the college, upwards of seven hundred children under his care, in different parts of the country; that he visits them frequently in their several schools; pays the Masters' salaries and superintends the whole design."

The system languished in its closing years owing to disunity among the trustees, a want of confidence on the part of the German in the disinterestedness of the management, a growing coldness between the mother country and her colonies, and the disturbance brought about by the wars on the frontiers. It continued in operation, however, until 1763, when it failed entirely for want of support and was succeeded by a revival of the church and neighborhood schools, of which some account will be given hereafter.

This chapter cannot be closed without some notice of the introduction into a portion of the State of a system of schools that had an important bearing upon subsequent educational history. We have reference to the system of free public schools brought by the Connecticut settlers into the valley of Wyoming. Pennsylvania, as a Province, of course had nothing to do in establishing them; in principle they were an advance upon the schools then existing in Connecticut, and, in most essential respects, were similar in design and management to the public schools of the present day.

The first settlements in the Wyoming Valley were made under the auspices of "The Susquehanna Company," organized in 1753, by some six hundred citizens of Windham county, Connecticut, and approved the following year by an Act of the Colonial Assembly. The surveyors of the Company were sent out in 1755, and at that time and subsequently seventeen townships were laid out, each five

miles square and containing fifty shares, each of three hundred acres. They were located in blocks on the bottom land along the rivers, and embraced territory now within the limits of Luzerne, Lackawanna, Wyoming, Bradford and Susquehanna counties. The names of these townships are Huntington, Salem, Plymouth, Kingston, Newport, Hanover, Wilkesbarre, Pittston, Providence, Exeter, Bedford, Northumberland, Putnam, Braintrim, Springfield, Claverack and Ulster.

The first attempts to settle on the lands laid out by the company were made in 1762, and continued in 1763, but owing to the hostility of the Indians, no permanent settlement was effected until 1769. Constantly harassed by the savages, compelled to carry on a continuous struggle, amounting at times to open warfare, with rival claimants to the land on which they had built houses and established homes, almost annihilated by the terrible massacre of Wyoming during the Revolutionary war, these brave and hardy men of Connecticut still maintained their ground; and in 1783 the population of the seventeen "Certified Townships" is estimated to have reached six thousand. It has now swelled to two hundred thousand.

The first action taken in regard to schools was as follows:

At a meeting of the Susquehanna Company, held at Hartford, Connecticut, 28th December, 1768, it was voted to lay out five townships of land within the purchase of said Company, on the Susquehanna, of five miles square each; that the first forty settlers of the first town settled, and fifty settlers of each of the other towns settled, shall divide the towns among themselves; reserving and appropriating three whole shares or rights in each township, for the public use of a Gospel Ministry and schools in each of said towns; and also reserving for the use of said Company, all beds and mines of iron ore and coal that may be within said townships.

It was also voted to grant to Dr. Eleazer Wheelock, a tract of land in the easterly part of the Susquehanna purchase, ten miles long and six miles wide, for the use of the Indian school under his care; *Provided*, He shall set up and keep said school on the premises.

The proposed Indian school was never established, although it is stated that Joseph Brant and other Indians attended Dr. Wheelock's school at Lebanon, Connecticut. Instead of coming to Pennsylvania, Dr. Wheelock went to New Hampshire and became the founder of Dartmouth College. The directions of the Company in other respects were carried into effect in all the townships as soon after settlement as possible. The "three shares" in each township amounted to 960 acres; in a general way the whole was

set apart for school purposes, but in a number of instances land was voted for the support of Ministers of the Gospel. The funds arising from the sale of these lands were not husbanded as they might have been, but in some townships they still exist and are used for the benefit of the public schools. The schools as well as other local affairs were managed, as in New England, by a general town meeting. The mode of proceeding is thus described: "A school meeting was called, by public notices posted in the district. The inhabitants of the district met, and elected, in their own way, three of their number to act as school committee, which committee hire teachers and exercised a general supervision over the schools. The teacher was paid by the patrons of the school, in proportion to the number of days they had sent to school. A rate-bill was made out by the teacher and handed to the committee, who collected the money." The general township fund was used to build school houses and to pay teachers.

A few scraps of history have been gathered up that will serve to show the interest taken in education by these pioneer settlers in Pennsylvania wilderness.

At a town meeting held in Wilkesbarre, August 23, 1773, a vote was passed "to raise three pence on the pound, on the district list to keep a free school in the several school districts in the said Wilkesbarre." "A subsequent meeting," says Charles Miner, in his *History of Wyoming*, "specially warned, adopted measures for keeping open free schools, one in the upper district, one in the lower, and one in the town plot."

A town meeting in Kingston, held December 21, 1773, voted "that Nathaniel Landon, Samuel Commins and John Perkins, are appointed committee men to divide the town into three districts, for keeping of schools."

The other townships, without question, passed similar votes, thus recognizing at that early day the fundamental principles of all true systems of public instruction: the common education of all classes; schools supported by a general fund or a tax on property; local management and responsibility.

A general county school organization seems to have been established, doubtless to give more efficiency to the local management. At a general meeting of the whole settlement, held on the sixth of December, 1774, it was voted: "That Elisha Richards, Capt. Samuel Ransom, Perrin Ross, Nathaniel Landon, Elisha Swift, Nathaniel

Denison, Stephen Harding, John Jenkins, Anderson Dana, Obadiah Gore, Jr., James Stark, Roswell Franklin, Capt. Lazarus Stewart, Capt. Parks and Uriah Chapman, be chosen school committee for the ensuing year." These were leading men from every part of the settlement, showing how important they considered the subject of education. Well may Miner say: "It may justly be regarded equally honorable and extraordinary, that a people just commencing a settlement in a wilderness, wrestling steadily with the yet rude and unbroken soil for bread, surrounded by so many extrinsic difficulties and causes of alarm and disquiet, should be found so zealously adopting and so steadily pursuing measures to provide free schools throughout the settlement."

This system substantially continued in operation in the Wyoming region up to the time of the adoption of the common school system in 1834, when, with little change and no disturbance, it was merged into it; and, as the nearest approach to our modern public schools of any class of schools then known in Pennsylvania, it had considerable influence in shaping the school legislation which culminated in the Act of 1834. It was Timothy Pickering, of Luzerne, as will be more fully shown hereafter, who, in the Constitutional Convention of 1790, secured the adoption of the article on education upon which was subsequently based the whole body of laws relating to common schools in Pennsylvania, up to the year 1874; and by so doing saved the Convention from the threatened danger of committing itself to a much narrower policy.

CHAPTER V.

PRIVATE EDUCATION IN EARLY DAYS.

THE CHURCH IN THE WORK OF EDUCATION. SWEDES. FRIENDS. EPISCOPALIANS.

THE Provincial authorities of Pennsylvania, as has already been stated, did next to nothing to promote the cause of general education during the long period from the beginning of the eighteenth century to the end of their rule in 1776. Charters were granted to a few educational institutions, some laws were passed securing to religious societies the right to hold property for school purposes and in special cases enabling them to raise money by lottery to build schoolhouses; but this was all. Penn's broad policy respecting public education was virtually abandoned. Intellectual darkness would have reigned supreme throughout the Province, had not the various churches and the people themselves been more alive to the importance of the subject than the Government. An account of what was done by these agencies must now be given, so far as the scanty records of the times and the few remaining evidences of their work will permit.

The efforts of the Church in the work of education will have reference mainly to a period antecedent to the Revolutionary war. What has been done since then by the several religious denominations in the direction of higher education will appear in the story yet to be told concerning the institutions of learning they have founded; the elementary schools under Church control still maintained are not of much historic interest, for as soon as the State began to legislate on the subject of general education, the Church as a body ceased to give it special attention, and after the adoption of the common school system, the schools established under it soon came to be patronized almost exclusively by members of most of the religious societies as well as by other citizens. The most notable exception are the Catholics, who support their own schools wherever strong enough to do so. The Friends at present educate about one-half of their children in schools belonging to the Society;

the Hebrews have a few separate schools; the Episcopalians still maintain schools in connection with some of their churches, and here and there one may find even at this day a parochial school under the care of a Reformed, Lutheran, or Moravian congregation.

THE SWEDES.

The Swedes who became separated from their countrymen or who mingled little with them after the coming of the English, soon lost the use of their native tongue and were absorbed by the swifter currents of social and religious life into which they were thrown; but at a few places where they remained somewhat isolated in a considerable body as at Wicaco, Kingsessing and Upper Merion, all near Philadelphia, they continued to speak the Swedish language for one hundred and fifty years after their first settlement, and, even down to the present time, they worship in churches of their own according to the customs of the National church of Sweden. The churches at these places called respectively, Gloria Dei, St. James and Christ Church, were incorporated as one congregation, in 1765, under the name of "The United Swedish Lutheran Churches." Rev. Nicholas Collin was the last of the Swedish ministers, and some time after the Revolutionary war, the Swedish Liturgy was exchanged for the English.

The early policy of the Swedes was to maintain schools of their own, and at times for many years during the first half of the eighteenth century, they employed Swedish schoolmasters and had their children taught in the Swedish language. The schools thus established however never seem to have been well attended or much in favor. John Clubb taught the Swedish school at Wicaco in 1708. One of his successors was Arvid Hernborn, a young man from the Gymnasium of Skara, who came to this country in 1713, and having good testimonials was employed for some years by the congregation. The condition of the Swedish schools not being satisfactory, special effort was made, about the year 1722, to put them on better footing and aid for this purpose was sought from the mother-country. If assistance came, as there is reason to believe, it could not have been very effective; for Acrelius, writing in 1759, complains that the churches suffer for the want of a proper system of school-keeping. "None," he says, "whether boys or girls are growing up who cannot read English, write and cypher. In later times there have come over young men from Ireland, some Presbyterians and

some Roman Catholics, who commenced with school-keeping, but as soon as they saw better openings they gave it up. Some young Swedes also have come over from time to time, and undertaken at first to keep school; such were Lenmayer, Hans Stolt, Arvid Hernborn, Sven Colsberg, John Gödding, Jesper Svedberg, Olof Malander, Nicholas Forsberg and Joach Reinicke. But either the support from this source was not sufficient, or their mind was unsettled, so that but little was accomplished. As for the rest, the little knowledge of Christianity which our people have has been gained from their parents and ministers." Of the schoolmasters mentioned by Acrelius, Arvid Hernborn taught at Wicaco as above stated, and Nicolaus Forsberg at Christina, in 1750, first in a private house and afterwards in the church; but of the others nothing is known except their names. The long struggle for separate and distinctive Swedish schools was at last abandoned; and their further history must be merged into that of the schools of the Lutheran and Episcopal churches with which they became identified.

THE FRIENDS.

Proud, in his history, 1797, says: "The Friends were so careful in the education of their children and youth, that there were none among them brought up without a competency of useful and plain learning." Clarkson, though not a member of their Society, writing in 1806, speaks thus of Friends in America: "It may also be mentioned as a second trait that they possess extraordinary knowledge. Every Quaker boy or girl who comes into the world must, however poor, if the discipline of the Society be kept up, receive an education. All, therefore, who are born in the Society, must be able to read and write. Thus the keys of knowledge are put into their hands. Hence we find them attaining a superior literal and historical knowledge of the Scriptures, a superior knowledge of human nature, and a knowledge that sets them above many of the superstitions of those in their own rank in life." If as a body Friends have not been distinguished for their liberal learning, it can be truthfully said that it has scarcely ever been possible to find an illiterate member of their Society, their general policy leading them to prefer a universally educated many to a highly educated few. Facts will now be given to show what they have done for education in the State of Pennsylvania.

Enoch Flower's school opened in 1683, and the Friends' Public

School opened in 1689, while projected by Friends, were established, as has been stated, under the auspices of the Provincial authorities; but soon after others were brought into existence entirely by private effort. The earliest of these seems to have been that of Christopher Taylor, on Tincum island. This gentleman was a man of great learning, well versed in the ancient languages, and a minister among Friends. He was engaged in teaching in England, but receiving a grant of five thousand acres of land from Penn, he came to Pennsylvania, settled in Bucks county, was a member of the first General Assembly of the Province, and of the first Provincial Council, and held other important offices. Subsequently, he moved his place of residence to Tincum island, where he opened a school. In 1684, he appears to have served as one of the Justices of the Chester Court; and in conveying his property to his son a short time before his death, which took place in 1686, he speaks of himself as a schoolmaster, and his place of residence as "Tincum, *alias* College Island." The following words are copied from the deed of conveyance, dated January 10, 1684, and now in the custody of the Pennsylvania Historical Society. "And alsoe one logge house wherin the said Christopher teacheth school at the day of the date hereof."

Christianus Lewis, from Dudley, Worcestershire, England, a schoolmaster, reached Philadelphia in the ship *Comfort*, in January 1683, but whether he continued to follow his profession or not is unknown.

The following are extracts from the minutes of Darby Monthly Meeting, Delaware county:

Agreed at this meeting, (held 7th, 7th month, 1692,) that Benjamin Clift is to teach scoole, Beginge ye 12th of ye 7th month, and to continue one whole yeare except 2 weekes. * * * * *

Ye 20th of ye 7th month, 1693, agreed at this meeting, that Benjamin Clift is to teach scoole one yeare, Beginge ye 20th of ye 7th month. And to have £12 *os. od.*

A school was established by the Dutch and German Friends at Germantown, in 1701. Arent Klincken, Paul Wolff and Peter Schumacher, Jr., were the "overseers" who collected the subscriptions and provided for opening the school. Francis Daniel Pastorius was the first schoolmaster, and Germantown has probably never since had one more learned. He was master of seven or eight different languages, ancient and modern, as well as deeply

versed in science and philosophy. Pastorius had probably taught for some years previously in Philadelphia, for in 1696 he made engagement with Friends "to keep school in the city and to their writing."

The first religious meetings of the Friends in Pennsylvania were held in private houses. There were such meetings at the houses of Robert Wade, at Chester, and of William Yardley and others, at the Falls of the Delaware, before the coming of Penn. As soon as they became sufficiently numerous in a particular neighborhood, they felt themselves able to do so, it was their custom to erect a simple plain building, generally of logs, and to use it as a meeting-house open for school purposes, as a schoolhouse open for purposes of worship, or as both a meeting-house and a schoolhouse. As early as 1700 there were three meeting-houses in Philadelphia, and outside of the city there were meeting-houses at Germantown, Berks, Berry, Falls, Neshaminy, Lower Merion, Abington, Gwynedd, Plymouth, Darby, Concord, and most likely at a few other places. After this date, there was for some years a rapid increase in Friends meeting-houses. Among the oldest then erected were those at Buckingham, Bristol, Wrightstown, Richland, Plumstead, Quakertown and Makefield, in Bucks county; Horsham and Pottstown, Montgomery; Springfield, Providence, Middletown, Radnor and Newtown, in Delaware; Goshen, Uwchlan, Caln, Kennett, Birmingham, Nottingham, West Nottingham, New Garden, London Grove, Bradford, and Valley, in Chester; Sadsbury, Leacock and Little Britain, in Lancaster; and Newbury and Warrington, in York. Proud says that in 1770 the Friends had between sixty and seven meeting-houses in Pennsylvania and Delaware. It is probably going too far to claim that either in all these meeting-houses or in connection with them schools were kept, but it is known that this was very generally the case.

The action taken by the early Friends to establish schools at Darby and at Germantown has been mentioned. Their example was speedily followed in other localities. The meeting-house at Plymouth, Montgomery county, was erected in 1688, and there is good reason to think there was a school connected with it from the first, as there certainly was at a date somewhat later. John Barnes, who had purchased, in 1684, two hundred and fifty acres of land in Abington and settled there, in 1697, vested by will the trustees of Abington meeting one hundred and twenty acres for

the use of the same and a schoolhouse. The present Friends' School at Abington claims to date from 1702. The Gwynedd meeting-house, erected about the same time as the one in Abington, was at first used as a schoolhouse. In 1721, a schoolhouse was provided; and here, in 1729, Marmaduke Pardo served as schoolmaster. He had previously taught at St. David's, in the county of Pembroke, Wales, and brought with him a certificate signed by the curate and twenty-five other persons, stating that he "hath to the utmost of our knowledge & all appearance liv'd a very sober and pious life, demeaning himself according to y^e strictest Rules of his profession, viz., wth what we call Quakerism, & y^e he hath for these several years past took upon himself y^e keeping of a private school in this city, in which Station he acquitted himself with y^e common approval and to y^e general satisfaction, of all of us who have committed our children to his care and tuition." In 1711, Richard Brockden taught school at or near Byberry meeting-house, now within the limits of Philadelphia, in a small log building. He was followed by a long line of teachers. The well-known Grammarian, John Comly, had charge of the school in 1794. Having been liberally endowed, it was made a free school in 1800.

The noted Friend, Anthony Benezet, taught school in Germantown in 1739. In Bucks county, a schoolhouse was built near Wrightstown meeting-house as early as 1725; in 1733, school was kept in the Friends' meeting-house in Falls township, and some years later a house was built for the master; Henry Atherton taught the Friends' school in Middletown, in 1734, and in 1742, a school was opened in the meeting-house at Quakertown. There was a schoolhouse at Lurgan in Upper Makefield in 1755, and probably many years before, and one in Solebury, in 1767, in both of which Friends held meetings at stated times. The Plumstead Friends' meeting established a school in 1752. Early Friends in Delaware and Chester counties were quite as active in establishing schools as their brethren in adjoining counties, but the records do not seem to have been equally well preserved.

But while numerous schools were established in the most thickly settled parts of the country by members of the Society, the state of education generally was not satisfactory to many Friends, and became a subject of very grave concern to them individually and in their meetings. In some localities the scattered settlers could not support good schools, and competent teachers were everywhere

hard to obtain. There were those, too, who were thought to undervalue the importance of education, and doubtless many, owing to the cares incident to the establishment of new homes in a wilderness, were led to neglect the duty of providing for the proper instruction of their children. What was done by Friends in organized capacity to forward the cause of education is now to be narrated.

The Yearly Meeting in London had been accustomed from first to issue "advices" urging special attention to the instruction of youth, and soon after its organization the Yearly Meeting of Philadelphia, the highest ecclesiastical authority among Friends in Pennsylvania took up the strain, and, sometimes annually for a series of years and then at longer intervals, continued for more than a hundred years to send forth most earnest appeals, designed to impress upon the members of the Society the importance of educating their children, and to quicken their zeal in the work of organizing schools. Nor did their good intentions stop with their own members: they evidently contemplated the education of the youth of all classes, and freely admitted into the schools they established on equal terms, all who could be induced to attend them. The papers were everywhere to be taught gratuitously, and some of the measures taken with this end in view are extremely liberal for the time and worthy of all praise. The extracts given below are a few of many of like import that might be quoted.

As early as 1722, the Yearly Meeting of Friends for the Province of Pennsylvania and New Jersey, set forth the following:

And our advice is, that all Friends' children have so much learning as to read the Holy Scriptures and other English books, and to write and cast accounts so far as to understand some necessary rules of Arithmetic, and that the rich help the poor. And that Friends of all degrees take care to bring up their children to some useful and necessary employment, that they may not spend their precious time in idleness, which is evil example and tends much to their hurt.

A Minute of the Yearly Meeting held in Philadelphia in 1727 reads as follows:

We desire you, in your several Monthly Meetings, to encourage and assist each other in the settlement and support of schools for the instruction of your children, at least to read and write, and some further useful learning to suit whose circumstances will permit it; and that you observe as much as possible to employ such masters and mistresses as are concerned, not only to instruct your children in their learning, but are likewise careful in the wisdom of God and a spirit of meekness, gradually to bring them to the knowledge of the

duty to God and one with another; and, we doubt not, such endeavors will be blessed with success.

The appeal of 1746 was reiterated in 1750, 1751, 1753, 1774, 1777, 1778, 1779, 1783 and 1787. The Minute of 1751, concerning the setting up of schools in the country, reads:

It is agreed that it be again recommended to the Quarterly and Monthly Meetings to encourage their respective members to exert themselves as fully therein as their present circumstances will permit, and to think of methods by which this good work may be effected in time.

In 1774, the Yearly Meeting expressed its views on education with great earnestness.

The pious education of our youth being a matter of great importance, parents and those to whom this weighty trust is committed, are earnestly incited to a faithful discharge of their duty therein; both in respect to placing them under exemplary and religious schoolmasters and mistresses, for useful and proper learning, as well as to inculcate in their tender minds the pure doctrine of the Gospel, agreeable to the principles of our holy profession; and the necessity of a life of self-denial which leads to plainness of speech, behavior and apparel, and circumspection in all parts of their conduct, a declination in which is sorrowfully apparent in many.

The subject becoming more pressing every year, in 1777 the Yearly Meeting appointed a committee of fourteen prominent Friends to take it into consideration. Anthony Benezet was an active member of the committee. The report recapitulates what had been done previously by Friends in behalf of education, and urges the necessity for further action. Among the recommendations made are the following:

First. That a lot of ground be provided in each Monthly or Preparative Meeting, sufficient for a garden, orchard, grass for a cow, etc., and that a suitable dwelling, stable, etc., be erected thereon, for such a provision would be an encouragement for a staid person with a family, who will be likely to remain a considerable time—perhaps his whole life—in the service, and thus obviate the necessity of hiring single persons, who are seldom likely to remain any longer than some employment more agreeable to support themselves offers: whereby teachers miss the opportunity of improvement, which nothing will give equal to that experience gained by long practice in the education of youth.

Second. That funds be raised by contributions, bequests, etc., in each meeting; the interest of which to be applied either in aid of the tutor's salary, or lessening the expense of Friends in straitened circumstances, in the education of their children.

Third. That a committee be appointed in each Monthly or Preparative Meeting to have the care of schools, and the funds for their support, and that no tutor be employed but with their consent.

The committee thus conclude:

We, also, think it necessary that this weighty concern should, in future, become the continued care of the Quarterly Meetings by an annual query, that so the matter may rest on a solid foundation, and every possible encouragement and assistance may be afforded to Friends in the settlement of schools, procuring masters, etc., through the whole extent of the Yearly Meeting.

The report, which was concurred in by the Yearly Meeting, and parts of it incorporated into the "Rules of Discipline" of the Society, marked out a line of action which gave system to the efforts of Friends in all directions, and there was a marked increase in educational activity among them. Bowden, in his History of Friends, says: "Subscriptions were raised, amounting to many thousands of dollars. Schoolhouses were built in most localities where there were Friends sufficient to form a school, and in some places for the accommodation also of teachers; committees for superintending them also were appointed in Monthly and Preparative Meetings, and with these lay the choice of the master,"

In 1787, the Yearly Meeting, encouraged by what had been accomplished through its efforts, was moved to take a step still further in advance. Speaking of education, the minute reads:

A continued close regard to its importance and the evil consequences resulting from the neglect of it, is earnestly commended afresh to the vigilant care of concerned Friends in each Quarter, to be extended not only to the children of Friends in more easy circumstances in life, but also to the offspring of such as are poor and of black people, whose condition gives them a claim to that benefit, consistent with the sense of this meeting, contained in the repeated advices sent forth.

The Book of "Christian Advices," 1808, contains the following admirable provisions.

It is the renewed concern of this meeting, to recommend a care of the offspring of parents whose income or earnings are so small as to render them incapable of giving their children a suitable and guarded education; and as some of our members may incautiously permit their offspring to suffer this great loss, rather than apply for assistance from the Monthly Meetings, it is recommended to Friends in every Monthly Meeting to seek out such of their members as may be thus straitened, and administer to their help; and it is desired that such will receive the salutary aid with a willing mind, and thankfulness to the great Author of all good.

As the want of suitably qualified persons amongst Friends for teachers of schools, is the occasion of serious disadvantage to the Society in many places, as thereby well-disposed Friends are deprived of opportunities for educating their children in a manner consistent with a religious concern for their welfare; we desire Friends would attend to this important point in their Monthly

Meetings, and assist young men and women of low circumstances, whose capacities and conduct may be suitable for that occupation, with the means requisite to obtain the proper qualifications; and when so qualified, afford them the necessary encouragement for their support.

The preceding extracts, taken from the highest official sources, exhibit with sufficient clearness the educational policy of the early Friends. Their purpose evidently was to establish schools in sufficient numbers, under the direction of the local Monthly or Preparative Meetings, to accommodate all their own children and as many others as might be willing to attend; to exact pay for tuition from those who were in good circumstances, and to relieve in a delicate way the children of the poor from any charges that might prove oppressive; to encourage suitable young men and women of moderate means to become teachers, and to aid them in making the necessary preparation; to render the teacher's office permanent by paying the teachers an adequate salary, and by providing in connection with each school a teacher's house with a stable, garden, grass for a cow, etc.; to raise a fund for the endowment of each school, the proceeds to be used to educate poor children, to pay teachers, etc.; and above all to impart moral and religious instruction with the ordinary branches of learning. This scheme constitutes an educational platform broad for the time, and does infinite credit to the people who planned it and did their best to put it into practice.

Systems of education, whether established by the Church or by the State, are matters of growth. Long years must elapse between the seed-time and the harvest. The educational plans of the Yearly Meeting of Friends, of which an account has been given, were no exception to the general rule. Its repeated appeals were slowly responded to by the subordinate bodies to whom they were addressed, but by the end of the century there were few Friends' meeting-houses anywhere in Pennsylvania that did not have connected with them a schoolhouse and a school. At that time the schools established by Friends must have numbered fifty or sixty. The custom of the earlier years of using meeting-houses as schoolhouses had been generally abandoned, and the schoolhouse had come to occupy a lot of its own adjoining the meeting-house lot or in its neighborhood. Money for the support of schools was raised mainly by subscription, but now and then a contribution or a legacy was received. In some instances the funds raised for particular schools grew to be considerable sums. Those who contributed

money often gave it as did the members of Kennett Monthly Meeting, Chester county, in 1796, for "Schooling the children of such poor people, whether Friends or others, as live within the verge of the aforesaid Monthly Meeting." The schools were managed by committees appointed by the Monthly or Preparative Meetings, and these committees appointed teachers, arranged courses of study, collected the subscriptions, disbursed the school funds, and attended to nearly all the other duties now performed by the Directors of common schools.

But something more specific must be stated concerning the results of the increased zeal in behalf of education awakened among Friends by the action of their Yearly Meeting.

Philadelphia had from an early date several Friends' schools under the direction of the Monthly Meetings.

Friends in Bucks county were very active in establishing schools directly after the Revolutionary war. The meeting at Wrightstown made efforts to improve the school at that place. In 1790, a two-story schoolhouse was built by friends near Buckingham meeting-house, in which a school has continued to be kept down to the present day. It was so well endowed that it is now a free school, open to all who choose to attend. Friends belonging to Buckingham Monthly Meeting, in 1794, bought two lots in the township, erected houses and opened schools. These schools were kept in operation until 1855. There has been a Friends' school at Langhorne since 1790. Similar movements took place in other parts of the county.

In Montgomery county, Friends had schools in connection with their meetings in the townships of Plymouth, Abington, Gwynedd, Horsham, and others. There was a school under the control of Friends at North Wales in 1793. Some of these still continue in operation, and are much more than a hundred years old.

By 1793, Friends in Delaware county had seven schools under their care; one in each of the following townships: Darby, Concord, Haverford, Radnor, Middletown, Springfield, and Upper Chichester. Dwellings had been erected in Darby and Concord "for the accommodation of the Masters." At Chester, Joseph Hoskins, in 1773, left by will £30 towards schooling such poor children of the borough or township as the Meeting should think worthy of such assistance, and a lot one hundred feet square in trust "for building a schoolhouse or schoolhouses, or other edifices to be used

for instructing youth." A two-storied brick house was erected the same year and used for a school, and continued to be so used for about one hundred years.

Chester county had in operation from 1750 on to the end of the century numerous schools established by Friends. The one at Birmingham meeting-house dates from 1753. There were several schools established within the limits of Kennett Monthly Meeting—that near Marlborough meeting-house having two acres of ground, a teacher's residence, and a fund which now amounts to \$3,000. In 1793, Kennett Preparative Meeting purchased a piece of ground for a school "about two miles and a half westerly from Kennett meeting-house, adjoining the public road leading to Nottingham." An acre of ground in Willistown township was purchased for school purposes by several Friends as early as 1713. Bradford, New Garden, and Kennett Monthly Meetings set up a school jointly prior to 1781. Goshen, Bradford, and Birmingham Meetings purchased jointly, in 1779, four acres of ground, and erected a schoolhouse a half a mile west of West Chester. In addition, there were schoolhouses at an early day connected with the meeting-houses at New Garden, Grove, Marshalltown, West Grove, and others. The Friends' meeting-house in the Valley, Tredyffrin township, was used as a hospital at the time the American army was encamped at Valley Forge. The schoolhouse that stood by its side was erected at an early day.

As Friends formed settlements beyond the limits of the territory first settled, they provided themselves as soon as possible with meeting-houses and schools. In Berks county they built a plain, log schoolhouse in Reading about 1750, one in Maiden creek township, which, in 1784, was taught by Thomas Pearson, who had fifteen scholars by the year and eight by the quarter, at forty shillings each, and one in Exeter in 1790. One of the earliest teachers at the Exeter school was James Boone, a relative, probably an uncle, of the noted Daniel Boone, of Kentucky. Lancaster county had early Friends' schools at Eastland, Sadsbury, and Lampeter. The meeting-house at Sadsbury was built in 1760, and the schoolhouse that was connected with it is thought to have been built about the same time. Both were built of stone, and still stand side by side. The schoolhouse that still stands connected with the meeting-house at Bird-in-hand was built in 1792. The school lot consisted of several acres, one acre of which was purchased in 1793

for the special use of the school, and rooms were provided in the house for the accommodation of the teacher and a few boarding



ANCIENT FRIENDS' MEETING-HOUSE AND SCHOOLHOUSE, LAMPETER. 1792.

scholars. Friends' meeting-houses were built at Newberry and Warrington, in York county, about 1745; and from the first there were schools connected with them.

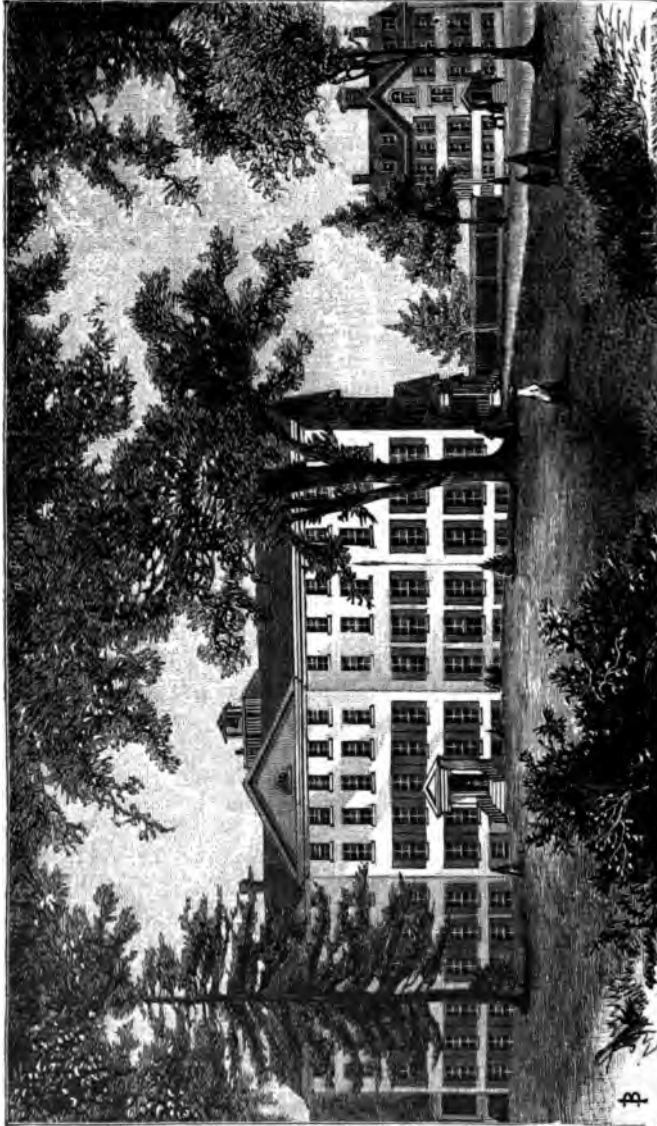
The zeal of Friends in the cause of education did not rest satisfied in the establishment of schools for themselves. They were frequently the moving spirits in establishing schools open to all the children of a neighborhood and entirely free from church control. This was particularly the case in neighborhoods where there were few Friends and no meeting-houses. Multitudes of old schools in the counties around Philadelphia, when their history comes to be written, will reveal the hands of the public-spirited Friends to whom they owed their existence.

Nor were the schools established by the early Friends wholly of an elementary character. Although most of them were located in rural districts, the masters frequently gave instruction in the higher branches of learning. Geometry, Mensuration, Algebra and Surveying were taught in many schools; History, Natural Philosophy,

and Astronomy were taught less generally, and in a few instances instruction was given in Latin and Greek. As examples of such advanced schools, may be named the school at Birmingham, Chester county, under John Forsythe; the school at Byberry, Philadelphia county, under John Comly, and the schools at **Plymouth, Abington and Gwynedd, Montgomery county**. About 1790, George Churchman, a prominent Friend, established a Boarding School in East Nottingham, Chester county, for the advanced education of young women with a view of preparing them for the business of teaching; but the day for Normal schools had not yet arrived, and after a few terms the school closed. Of the many private Boarding Schools that were established by Friends, mostly at a later date than the period now under consideration, some mention will be made in another chapter.

In 1769, perhaps earlier, an effort was made by Friends to establish a Boarding School for boys. The plan was to purchase a farm and erect commodious buildings. The course of instruction mapped out was to include "Reading, Writing, Arithmetic, Navigation, Surveying, Gauging, and such other learning as is usually taught, and the parents may direct; and likewise the Latin, Greek and French languages." The project failed for the time, probably owing to the confused political condition of the country; but, in 1791, the subject was brought up in the Philadelphia Monthly Meeting, carried to the Quarterly Meeting, and in the succeeding year reached the Yearly Meeting, where it was carefully deliberated upon for two years, and, 1794, carried into effect by the purchase of the fine farm of James Gibbons in Westtown township, Chester county, consisting of six hundred acres. Here, in 1799, buildings were completed which still stand, and the school was opened at once. The first cost of the farm and buildings was about \$46,000, but the additions and improvements since made swell the expeditures on the real estate to \$300,000. In addition a large new building is now, 1885, in process of erection. The institution as it now stands, with its massive buildings; its splendid grounds; its large well-cultivated farm, including farm-house, barns, mill, gardens, orchards, woodlands and water-courses; extensive collections of apparatus and well-filled libraries and cabinets, and its large corps of skilled instructors and liberal course of study, is one of the most attractive as well as one of the best schools of the kind in the country. Both boys and girls have been admitted from the first, but communication between the

sexes has always been judiciously regulated. After the division that took place in the Society of Friends, 1827, the school remained



WESTTOWN BOARDING SCHOOL. 1799.

in the hands of what is known as the Orthodox branch, and is managed by a committee appointed by the Yearly Meeting. None but children of the members of the Society controlling the school

are admitted as students. The school is so largely endowed that the whole cost of boarding and tuition scarcely ever exceeds \$150 a year, and sometimes it falls as low as \$50 or \$60 a year. Many are boarded and instructed entirely without expense. To 1872, the number of students who had attended the school from the beginning was 9,612, 4,215 boys, and 5,396 girls.

Westtown Boarding School has always been noted for the many excellent teachers there qualified for their work. Soon after its establishment young men and women began to go forth from it to open schools of their own, introducing into them improved textbooks, advanced studies, more system, and better methods of teaching. The institution trained teachers, and in numerous instances they in turn trained other teachers. Of those who had either been teachers or students at Westtown or who had inherited from sons of Westtown the Westtown spirit, may be named John Comly, Principal of Byberry Boarding School, and author of Comly's Grammar, Spelling-Book, etc.; Enoch Lewis, Principal of New Garden Boarding School, and author of various works on mathematics; John Gummere, Principal of Burlington, New Jersey, Boarding School, and author of Gummere's Surveying, Astronomy, etc.; Joseph Foulke, Principal of Gwynedd Boarding School; Samuel Alsop, a noted teacher and author of works on Mathematics; Emmor Kimber, Principal of Kimberton Boarding School; Joshua Hoopes, Principal of a Boarding School at West Chester, and a distinguished botanist; Jonathan Gause, who for fifty-seven years, at the head of various institutions of learning, held the place of one of Pennsylvania's most gifted teachers, and Joseph C. Strobe, Principal of East Bradford Boarding School and one of the most famous mathematicians in the United States—a galaxy of names unequalled as teachers by the sons of any other like institution in the State.

In founding schools, it was the policy of the early Friends in Pennsylvania to provide endowments for them. Advice to this effect was frequently given by the Yearly Meeting; and, in 1795, it was specifically recommended by this body that Friends should make testamentary provision for the support of schools. The response to this action on the part of the Yearly Meeting seems to have been quite general, as the facts already given and the following examples will show.

Adam Harker, of Buckingham, Bucks county, in 1754, left £75 for the establishment of a free school at Wrightstown, and £40 for

the same purpose at Buckingham. The schools were to be under the care of the Monthly Meeting.

The Byberry school received £113 1s. 8d. from John Eastbur in 1776, £100 from James Thornton in 1794, £50 from John Townsend in 1800, and various smaller sums from other Friends.

Thomas Griffin, another Bucks county Friend, bequeathed, in 1761, the rentals of two lots of ground in the city of Philadelphia for the purpose of "supporting and maintaining a free school forever, on a lot of ground, already purchased, situated in Montgomery township, where there is a good stone schoolhouse erected. The amount subsequently realized from the sale of the lots was £953 15s.

Friends' meeting at Richland, Bucks county, in 1762, raised a fund for the education of the poor of all denominations. Similar action was taken by many other Friends' meetings.

In 1810, Jacob Jones devised a tract of land and a sum of money the proceeds of which were to be devoted to the "free education and instruction of the poor and orphan children of both sexes living in Lower Merion township, Montgomery county. This was the foundation of an institution now and for many years known as "Lower Merion Academy." Mr. Jones also left £100 to endow the free school connected with Plymouth Meeting. Joseph Williams in 1812, left £200 to the Plymouth school for the free education of the children of parents in "necessitous circumstances."

The two-storied Academy building at Hatboro, Montgomery county, with seven acres of ground and a large dwelling house were the fruits of a legacy left by Robert Loller, in 1810, to establish and maintain a school of high grade. About the same time Milcali Martha Moore made a bequest of \$800 for the "schooling of poor young women of Gwynedd and Montgomery township who intend to teach."

EPISCOPALIANS.

At the time the first settlements were made in Pennsylvania, education in England was almost wholly in the hands of the Established Church. This was not only true of the Universities of Oxford and Cambridge and the great Public Schools, but also of such schools as had been established throughout the kingdom for instruction in the rudiments. The same authorities that built churches and employed clergymen provided schoolhouses and teachers. The Parish church and the Parish school were one and

the same interest. Members of the Church of England came to this country bearing with them the influences of the training and instruction acquired under this system, believing in it and knowing little of any other. It is easy to see, therefore, that as soon as they began to establish churches in the new world, they would begin to establish schools, and that they would seek to preserve the relations between the two to which they had always been accustomed. Indeed, Episcopalians in Pennsylvania up to the time of the Revolutionary war, held to the doctrine of church control in the matter of education much more tenaciously than most other Protestant denominations, no doubt partially from the fact that until the United States assumed the rank of an independent nation, some among them never quite laid aside the belief that their church was destined to become the State church here, as it was in the mother-country. There was good ground for this belief. Under the Duke of York's Laws, theirs had been the legalized form of religious worship on the Delaware, before the coming of Penn; after Penn's death the Governors of the Province were generally churchmen; even the sons of the Founder ceased to be Friends, and it was well understood that a powerful party was continually at work in England to establish the Episcopal as the State church in Pennsylvania, and to provide for its support by a general tax, as had been done in the neighboring colonies of Virginia and Maryland. With a State church, these zealous churchmen naturally expected State schools under its control, and this expectation necessarily had its influence on their educational policy.

The Protestant Episcopal Church in the State of Pennsylvania was not organized as a distinct church until after the Revolutionary war, in 1785. Previous to that time it was represented only by a few scattered congregations, or missions, sustained in great part by the Church in England and under the direction of the Bishop of London. Weak as most of these congregations were, we shall see that they were not wanting in interest on the subject of educating their children.

A little congregation of Episcopalians was organized in Philadelphia, in 1694. The religious exercises seem to have been at first conducted in a small wooden structure, with a bell to summon the people to worship, hung in the crotch of a neighboring tree. Better accommodations were soon after provided, and from these humble beginnings arose the celebrated Christ Church. A school

followed the church almost immediately. This is shown by a letter, dated at Philadelphia, March 26, 1698, from the "schoolmaster" as he calls himself, I. Arrowsmith. Mr. Arrowsmith writes to Governor Francis Nicholson, of Virginia, from whom he seems to have expected aid, complaining that the Quakers "have endowed a school that is to be kept free, with eighty pounds per annum, which is in effect to blast my endeavors. I have lived hitherto upon the benevolence of the people which will not afford me things necessary, upon a dependence of the King's allowance for this place, which I expected by Esquire Randolph, but he informs me of no such order." The "allowance" referred to was a grant made by King William Third and continued by his successor, Queen Anne, to the church at Philadelphia, of £80 a year, £50 for the minister and £30 for the schoolmaster. The money did not come directly out of the pockets of the English Sovereigns, but was derived from customs paid in the colony.

Dr. Evan Evans, a Missionary to Pennsylvania writes, about 1700, that a schoolmaster is wanted both at Philadelphia and at Chester, and adds: "An allowance of £30 a year established." In 1703, George Keith commends John Thomas, the schoolmaster, to the Bishop of London, "for his good behaviour and great diligence in attending school." John Clubb was schoolmaster in 1705, he was succeeded by George Ross, in 1709, and, in 1714, John Humphreys held the position. A letter from members of the congregation to the Bishop of London, in 1738, states that "Mr. Alexander Aunand has been master of the Grammar school here about fifteen years." In 1763, Richard Gardiner was master.

Next to Christ Church, Trinity Church, Oxford, Philadelphia, is the oldest Episcopal church in the State. Religious services were held at this place probably as early as 1698, certainly as early as 1700; and, in this ancient Parish there was a school in existence, under church auspices, in 1718 and probably earlier. The evidence is that in an address in that year to the "Society for the Propagation of the Gospel in Foreign Parts," in England, the wardens of the Parish wrote as follows: "We having no minister, except by chance, agree among ourselves to meet at the house of God every Sunday, where one Nathaniel Walton, our schoolmaster, one zealous for the church and of good repute among us, takes due pains every Lord's day to read unto us the Holy Scriptures." By 1728, Rev. Robert Weyman had become the minister at Oxford, and

writes: "There are two schools in my Parish; one in Frankford, a small compact village in the township of Oxen, about three miles distant from the church, in which village I have lately introduced a lecture in the afternoon to a numerous auditory. The house of our meeting is kept by Mr. Walton, schoolmaster, a man of sober life. The other school is kept by a stranger near the church. The former has about forty scholars, and the latter about twenty." The schoolhouse near the church was church property, and prior to the erection of the church had been used as a place of worship. A school was still kept in it in 1746, for in that year the Vestry Book shows that George Forster, schoolmaster, was dismissed from teaching school for "ill-behavior."

A third congregation of Episcopalians which took very early action on the subject of education was that of St. Paul's Church, Chester. As early as 1704, before they had finished the erection of a church, the minister and vestry of the Parish applied to the Society for the Propagation of the Gospel in Foreign Parts, already named as existing in England, for aid to enable them to establish a church school. In this application they appear to have been successful, as they were afterwards in several other similar applications, in some years receiving £10, and in others £5. The school was no doubt opened at once. In 1708, Oldmixon writes of Chester: "They are about erecting a school here dependent on the minister." Rowland Jones taught the school before 1732, and Charles Fortescue was master in 1741, and gave instruction in Latin and Greek as well as in the ordinary branches of an English education. Fortescue was examined by the minister, Mr. Backhouse, and found to be capable of teaching Latin, Greek, and Mathematics. This must have been one of the earliest teachers' examinations in the State.

In 1724, in addition to the three churches already named, there were congregations of Episcopalians at Marcus Hook, organized in 1702; Radnor, organized in 1708; Bristol, organized in 1712; Perkiomen, Concord, and Whitemarsh, all in the vicinity of Philadelphia. Some years later, congregations were organized at Pequea, near Compassville, Chester county, in 1728; at Lancaster, in 1744; at Churchtown, Lancaster county, in 1750; at York and Carlisle about 1760; at Huntingdon a little later, and probably at other places. Of these, there was a school connected with the church at Marcus Hook in 1745, and it seems likely there was one

many years previously; one at Radnor, where Rowland Jones was master in 1730; one at Pequea, James Houston, master, about 1741, and one at Churchtown in operation in 1750. This enumeration is probably incomplete. Schools in these early days were kept in churches or in private houses, and no records of them were preserved. It may be safely taken for granted that wherever there were Episcopalian congregations or even individual members of the Episcopal Church, there were warm friends of education, and earnest efforts made to establish and sustain schools. If Episcopalians were more wedded to the idea of a union of church and school than the members of other Protestant denominations, they were by no means less zealous, when such a union seemed impracticable, in the good work of awakening the educational spirit, and combining the educational strength of a neighborhood, and building schoolhouses and employing teachers for the common benefit. It is also to be set down to the credit of the Episcopal Church that some of the best instructors in the non-sectarian schools of Philadelphia and other places in the days of the Province were Episcopalians. As examples, Charles Inglis, afterwards Rector of Trinity church, New York, and Bishop of Nova Scotia, taught what was called a "Free School" in Lancaster, before 1759. Dr. John Andrews, elected Vice-Provost of the University of Pennsylvania, in 1791 and Provost in 1810, taught a popular classical school in York during the Revolutionary war. And it has already been stated that Dr. William Smith was the first President of the College of Philadelphia, afterwards the University of Pennsylvania, and if not actually its founder, did far more to sustain it than any other individual. Besides, a large majority of its early Boards of Trustees were members of the Church of England. Dr. Smith also took a leading part in establishing the Free Schools among the Germans, an account of which has already been given, and the money to support them was in good part contributed by Episcopalians.

Soon after the close of the Revolutionary war, two noted academical institutions were founded by Episcopalians, the Academy of the Protestant Episcopal Church, in Philadelphia, and the Academy at York. Both have had a remarkably successful career, and both continue to flourish. The former was established in 1785, incorporated and endowed in 1787, and the instruction has been from the first either wholly or in great part gratuitous. The celebrated lexicographer Noah Webster was one of its earliest masters. The

Academy at York probably grew out of Dr. Andrews' classical school, of which mention has been made. It was incorporated in



EPISCOPAL CHURCH ACADEMY. 1785.

1787 as a part of the property of the Episcopal Church. In 1799 it became a county Academy under an act of the Legislature.

CHAPTER VI.

PRIVATE EDUCATION IN EARLY DAYS.

THE CHURCH IN THE WORK OF EDUCATION. BAPTISTS. PRESBYTERIANS. CATHOLICS. METHODISTS.

Rev Thomas Dungan, a Baptist minister, came in 1684, from Rhode Island, with a small colony, and settled at Cold Spring, Bucks county, three miles north of Bristol. Here he established a church, the first of the denomination in Pennsylvania. It ceased to exist in 1702.

In 1686, John Holmes, a Baptist, a man of standing and influence, arrived from England and settled in the neighborhood of Philadelphia. In the same year, several members of the Baptist church of Dolan, Radnorshire, Wales, with their families, settled on the banks of Pennypack Creek, and two years later founded the historic church of Lower Dublin.

The Baptists in Philadelphia first met for worship, 1695, in a building called the "Barbadoes Storehouse," and subsequently in "Anthony Morris' Brewhouse." It was not until 1707 that they occupied a meeting-house exclusively their own.

The year 1707 was made memorable in the annals of the Baptist church by the organization of the Philadelphia Baptist Association, "the first and for more than fifty years the only Baptist Association of the kind in the country." This Association seems to have grown out of meetings of Baptists less formal, held for consultation in reference to the interests of the church alternately at the several churches in Pennsylvania and New Jersey from 1688 onwards. The meeting of 1707 was composed of delegates from the different churches and assumed formally the character of an Association. Its educational influence in subsequent years was marked.

In addition to those already named, the oldest Baptist churches in the State are Great Valley, Chester county, organized in 1711; Brandywine, Delaware county, organized in 1715; Montgomery, Montgomery county, organized in 1719; Tulpehocken, Berks county, organized in 1738; First Baptist, Philadelphia, organized in

1746; Southampton, Bucks county, organized in 1746; New Britain, Bucks county, organized in 1754; Konoloway, Cumberland county, organized in 1765; Vincent, Chester county, organized in 1771; and Northern Liberty, Philadelphia, organized in 1771.

These complete the list of Baptist churches established before the Revolutionary war, unless we add to the number the Jersey Baptist church in Turkey-foot township, Somerset county, which was erected about 1775; and one erected at Beulah, Cambria county, some years later.

The Baptists without doubt, like the other religious denominations among the first settlers in Pennsylvania, were alive to the interests of education, and either established schools in connection with their churches or used their church buildings for school as well as for religious purposes; but the records that have been preserved are very scanty and incomplete. There was a schoolhouse connected with Lower Dublin Church in 1732, and it seems likely that for years before that time the pastors of the church were accustomed to give secular instruction to the sons if not the daughters of the congregation. Schools are known to have been kept at an early day in connection with the churches at Southampton and Great Valley. And the bold Baptist pioneer settlers in the wilds of Somerset and Cambria are said to have used from the first their churches as schoolhouses.

What was done by the early Baptists for higher education is very creditable. In common with other denominations, they felt the want of properly educated ministers, and they were among the first to project plans for the education of young men disposed to place themselves at the service of the Church. Movements in this direction began as early as 1722; and, in 1730, at a meeting of the Association, "it was proposed for the churches to make inquiry among themselves, if they have any young persons hopeful for the ministry and inclinable for learning." If such persons could be found, the purpose was to send them to Harvard College, Massachusetts, where a Professorship of Divinity had been founded, and some liberal contributions made by Thomas Hollis, a Baptist of London, England. In 1753, Rev. Ebenezer Kinnersley, a leading Baptist clergyman, was elected Principal of the Academy connected with the College of Philadelphia. He held the place two years, and then became Professor of Rhetoric in the College, resigning in 1773. Prof. Kinnersley was associated with Dr. Franklin in his electrical experiments, and contributed largely to their success.

An Academy was founded by Rev. Isaac Eaton, at Hopewell, New Jersey; and as Mr. Eaton was a member of the Philadelphia Association, steps were taken, in 1756, to aid him in his efforts to furnish a liberal education to the young, and especially to such young men as designed to enter the ministry. The Minute concerning the matter reads: "Concluded to raise a sum of money towards the encouragement of a Latin Grammar School for the promotion of learning amongst us, under the care of Brother Isaac Eaton." A committee of inspection was also appointed. The following year the Association again requested "the churches to contribute their mite towards the support of the Latin Grammar School." In 1758, it was again resolved, "to desire our churches to continue a contribution toward a Grammar School, under consideration that what has been done hitherto in that way appears to have been well laid out, there being a number of well-inclined youths applying themselves to learning therein." The Hopewell Academy thus became a church school, and though located in the latter Province, was more a Pennsylvania than a New Jersey institution. It met with a good degree of success, but was never strong, for, in 1762, the Secretaries of the Association, writing to the Board of Baptist ministers in London for assistance, said of it: "Some of the churches are now destitute; but we have a prospect of supplies, partly by means of a Baptist Academy lately set up. This infant seminary of learning is yet weak, having no more than twenty-four pounds a year towards its support. Should it be in your power to favor this school in any way, we presume you will be pleased to know how. A few books proper for such a school, or a small apparatus, or some pieces of apparatus, are more immediately wanted, and not to be had easily in these parts."

The Academy was hardly fairly on its feet when some of the far-seeing, broad-minded members of the Philadelphia Association originated a plan for founding a College; and with the design of uniting the efforts of the whole Church in America in the good work, they proposed that it should be planted on the soil of Rhode Island, hallowed by the liberal principles of its great Baptist Founder, and be in its organization and teaching an exponent of those principles.

In a sketch of the history of Brown University, published by the Executive Board, it is stated that—"This institution, which was founded in 1764, owes its origin to the desire of Baptists in the

American Colonies to secure for members of their denomination a liberal education, without subjection to sectarian tests. At the suggestion of the Rev. Morgan Edwards, the pastor of the First Baptist Church in Philadelphia, the Philadelphia Baptist Association, in the year 1762, resolved to establish a College in the colony of Rhode Island and Providence plantations. The Rev. James Manning, a graduate of the College of New Jersey, was commissioned by them to travel through the northern colonies, for the purpose of fostering this project."

Immediately after the grant of a charter to the College by the Rhode Island Legislature, in 1764, the Philadelphia Association with true fatherly care took the following action:

"Agreed, to inform the churches to which we respectively belong, that inasmuch as a charter is obtained in Rhode Island Government towards erecting a Baptist College, the churches should be liberal in contributing towards carrying the same into execution." And again, in 1766, it was, "agreed, to recommend warmly to our churches the interest of the College, for which a subscription is opened all over the continent. This College has been set on foot upwards of a year, and has now in it three promising youths under the tuition of President Manning."

In 1767, Mr. Edwards, the prime mover in the establishment of the College, was generously released by the people of his church in Philadelphia, for a time, that he might travel and collect funds for the erection of a suitable College building at Providence. He visited England and Ireland in the interests of the College, as well as made collections at home. His subscription paper, still preserved in the College archives, contains, among others, the well known Pennsylvania names of Benjamin Franklin and Benjamin West. Nor did the brethren in Philadelphia lose sight of the College in the lapse of years for we find the Association, in 1782, warmly recommending in its aid "a subscription throughout all the Baptist Societies on the continent as well as to all the friends of literature in every denomination."

Rev. Samuel Jones, D. D., who was pastor of the Baptist church at Lower Dublin, Philadelphia county, established, in 1766, a classical and theological school at that place and continued it until 1795. Dr. Jones, in his "Century Sermon" says: "The writer kept a Boarding School between twenty and thirty years at Lower Dublin, in which many were educated who are now useful in the

different learned professions." Doubtless, out of this institution, grew Lower Dublin Academy, chartered by the Supreme Court in 1794. The charter made Strickland Foster, Principal for life. Money for its use was raised by a lottery.

Going a little beyond colonial times, in 1814, an Education Society among Baptists of the Middle States was organized in Philadelphia through the exertions of Rev. William Stoughton, D. D., who took young men into his own family and instructed them until 1818, when he and Prof. Irah Chase, whom he associated with him, rented rooms for the purpose. In 1821, the school was removed to Washington, D. C., where it was chartered by Congress as Columbian College and is now known as Columbia University.

PRESBYTERIANS.

The Presbyterian Church of Scotland, the mother of the Presbyterian Church in America, has a highly creditable educational record. From the first it adopted the school as the most efficient auxiliary in its work of propagating the Gospel and bettering the condition of the human family. As early as 1695, it was enacted by the Scottish Parliament "That there be a school founded and a schoolmaster appointed in every Parish by advice of the Presbyteries, and to this purpose that the heritors do, in every congregation, meet among themselves, and provide a commodious house for a school, and modify a stipend to the schoolmaster, which shall not be under 10 merks nor above 20 merks." This law placed the schools directly in the hands of the Church, and they have continued in great measure subject to its control down to the present day. Presbyterianism has been for two hundred years so nearly the universal faith in Scotland that this plan involved no serious sectarian difficulties, and the primary schools of that country have been considered among the best in the world. What renders the early Scottish school laws remarkable, is the recognition of the principle, now considered fundamental in systems of free education, that schools must be provided for all at the public expense. These laws required the levy of a general tax for school purposes; had they gone a step further and freed the schools from all taint of sectarianism, and made instruction in them wholly gratuitous, Scotland would have had a system of public schools conforming in all respects to the present American idea of such a system, one hundred and forty years before free schools were established in the

State of Pennsylvania. As it was, the Parish Schools of Scotland at the close of the seventeenth century contained nearly all the essentials of a free school system, and their inevitable tendency was to develop into one. Doubtless they had much to do in shaping the educational policy of the American States.

Presbyterians from Scotland and Ireland began to arrive in Pennsylvania about 1700. In 1710 they had five congregations; and in 1717 a Synod, including thirteen ministers, met in Philadelphia. Many of these immigrants were Scotch-Irish, Scotchmen who had settled in Northern Ireland, or their descendants. Severely oppressed by the Government, ground down by exactions from which there was no escape except by expatriation, they sought homes and the enjoyment of civil and religious liberty in the inviting land of William Penn. They were a brave, hardy, energetic, self-willed, liberty-loving, God-fearing people. Schooled to freedom and inured to toil among the mountains of their native country, hating oppression both in Church and State with all the intensity of their strong natures, they were just the men to pioneer civilization in a savage wilderness, and to build up from an infant colony a great Commonwealth.

These Scotch-Irish Presbyterians brought with them their interest in education, and they naturally favored the policy concerning the management of schools to which they had been accustomed. Hence, wherever they established homes, one of their first objects was to secure places to hold religious services and to educate their children. The church and the school were, in their minds, closely if not inseparably allied. A common organization was to regulate both. Follow them to their first settlements in and around Philadelphia; out to Bucks, Delaware, and Chester counties; along Octoraro creek, in Pequea Valley, and at Donegal and Paxton; across the Susquehanna into the valley of Kittochtinny; up the Juniata, over the Alleghanies, and down their western slope to the Ohio, and you will see everywhere among the clusters of their scattered, newly-built cabins, often side by side, a church and a schoolhouse, twin sisters always, and fit heralds of the advancing civilization. One who was of them, describes in apt sentences their general educational policy. In speaking of the Scotch-Irish settlers of the Cumberland Valley, he says: "The first objects to which they turned their attention were a home, a school, and a house of worship." "As early as 1740 we read of school districts and of

some who were schoolmasters." The schoolmasters "were required to be not only intelligent, but possessed of sufficient piety to teach the principles of the Calvinistic faith." "Ministers were often employed in teaching a school, and in any case were expected, as in the old countries, to give attention largely to the instruction of children. Not only were they to see that the Bible was read, but that the Catechism was learned and recited in every school." "The Presbyterian ministers," says Judge Chambers, in his Tribute to the Irish and Scotch settlers in Pennsylvania, "were nearly all men of liberal education. Some had received their education in the Universities of Scotland, some in Ireland, and a few at one of the New England Colleges." The ministers were thus fitted to become the leaders of their congregations in school as well as in church affairs, and the history that is to follow will show how faithfully they performed their duties respecting education.

Of the Scotch-Irish settlers in the Kittochtinny Valley, Judge Chambers says: "Simultaneous with the organization of congregations by these settlers, was the establishment of schoolhouses in every neighborhood. In these schools were taught little more than the rudiments of education, of which a part was generally obtained at home, under parental instruction. Reading, Writing, Arithmetic, Trigonometry and Practical Geometry were the branches to which attention was given. The Bible was the standard daily Reader, by all classes able to read; and the Shorter Catechism of the Westminster Assembly was to be recited and heard by all the school as a standard exercise, on every Saturday morning." And the same author thus speaks of the settlers on Marsh Creek, Adams county "Several large Presbyterian congregations were organized and maintained within their bounds, and as was done by their kindred in other places, the schoolhouse building soon followed the erection of their own habitations, and the schoolmaster was abroad in their midst; and the minister of the Gospel was to them a watchman and shepherd, as well as their instructor."

To these general statements such scattered facts as have been collected will be added.

The Presbyterians held religious services in Philadelphia as early as 1698. In 1704, they built a frame church on Market street, between Second and Third, known as "Old Buttonwood" church, but it is not thought they established a school in connection with it, as was the almost universal custom of their brethren in the country.

The oldest Presbyterian churches in Bucks and Montgomery counties are those of Neshaminy, Deep Run, and Newtown in the former county, and those of Norriton and Providence, near Norristown, in the latter. All of them were founded between 1730 and 1740. It is probable that schools were kept in connection with all of these churches, as we know they were almost from the first in connection with those of Neshaminy and Deep Run. The Scotch-Irish settlers in what is now Allen township, Northampton county, organized a church in 1731, and those in Mount Bethel provided for themselves in the same way a little later. There is reason to think there were schools at both places. Near the centre of the former settlement an Academy was built in 1785. In 1749, a schoolhouse was erected on a lot, sixteen perches square, near "Old Middletown" Presbyterian church, Delaware county. Presbyterian churches were erected in the lower end of Chester county and along the Octoraro as early as 1720, but records concerning the schools which were no doubt established about the same time seem to be lost. A public school in which the instruction was substantially gratuitous was established in 1741, at New London, by Rev. Francis Allison, D. D., the pastor of the Presbyterian church at that place. Some years later, 1744, the Synod of Philadelphia assumed charge of the school, paid the teachers' salaries, and called on their congregations to contribute to its support. The broad purpose was to establish a school where "all persons who please may send their children and have them instructed gratis in the languages, philosophy and divinity." In 1755 and for some years thereafter, this school received £30 a year from the trustees of the German Charity schools on condition that a certain number of German students should be admitted. An old stone schoolhouse stood many years ago on the lot of the Brandywine Manor Presbyterian Church, but the date of its erection is unknown. The classical school at Fagg's Manor, established in 1739, was probably preceded by one of a primary character. In Lancaster county there was probably an elementary school from the first connected with the Pequea Presbyterian church, established about 1724, as we know there was at a somewhat later day a noted classical school. The Donegal Presbyterian church was built in 1722; in 1772, a log schoolhouse stood on the church lot, and probably had stood there for many years.

Dauphin county has three very old Presbyterian churches, Derry, Paxtang, and Hanover, all erected about 1730. Some thirty yards

distant from the Derry church still stands the old Session where, it is well ascertained, a school was taught by the first



DERRY CHURCH AND SESSIONS-HOUSE. 1729.

of the church, many years thereafter, his successors, others, Rev. William Paxtang, founder of Paxtang church, Virginia, reconstruction in this Paxtang church 1740, in connection with it an attachment of sixteen feet square, a "study-house," was sometimes used as a schoolhouse. Over

the church had been built a schoolhouse near it on ground below the congregation.

A writer speaking of the early settlers in York county says: "The Scotch-Irish of the lower end of the county, who came here in the year 1735, likewise brought with them a system of free schools, similar to that which was established in their native country in the latter part of the seventeenth century." There were no schools in this settlement prior to 1750, one on the banks of Muddy Creek, near Muddy Creek church. There were eight Presbyterian congregations within the present limits of Cumberland, Adams and Adams counties as early as 1740, all of them probably maintaining schools.

In 1738, a church was erected at Greencastle, Franklin county, with an attachment called a "study-house," which was used for a school. In 1739, near the site of the present Presbyterian church in Chambersburg, there was erected a small building designed both for a school and a church. Benjamin Clough, a staunch Scotch-Irish Presbyterian, in laying out the town of Chambersburg, in 1764, executed a deed of trust for a free school in favor of the Presbyterian congregation of Falling Spring, and in doing so, he was acting in accordance with the Westminster profession of faith and the mode of church government therein contained, and to and

use of a meeting-house, or Presbyterian church, session-house, schoolhouse, burying-place, and such religious purposes." There is good reason to think that there were schools connected with the old churches at Mercersburg, erected in 1738, at "Big Spring," or Newville, erected in 1740, and near Carlisle and Shippensburg, of about the same age. Some of the schools thus planted grew into higher institutions, for we find the Presbytery in 1782 appointing a committee to visit the "Grammar School" at Carlisle, and in 1786, similar committees were appointed to visit "Grammar Schools" at Chambersburg and Shippensburg. In July, 1764, a teacher, Enoch Brown, and nine of his pupils, seven boys and two girls, were cruelly murdered by Indians in a little log schoolhouse which stood about three miles north of Greencastle. All were buried in a common grave near the schoolhouse. One little boy barely escaped death after being scalped and otherwise severely injured. Such of the names of the pupils as are now known, indicate that the families represented in the school were mostly of Scotch-Irish descent, and no doubt Presbyterians. The enterprising Presbyterians on Marsh creek, Adams county, as early as 1740, had churches, and without doubt schools. There was a settlement of Presbyterians on Pine Creek, Clinton county, before the breaking out of the Revolutionary war. Their schoolhouse stood on the river bank opposite Sour's ferry, in 1774. Rev. J. H. Grier opened a popular classical school in this neighborhood in 1820.

Peace with the mother-country had hardly been proclaimed and independence been made secure, before the indomitable Scotch-Irish began to push their way in considerable numbers up the Susquehanna, along the Juniata, and over the Alleghanies into western Pennsylvania, planting churches and schoolhouses wherever they made settlements. But the Revolutionary war and a longer residence among people of other denominations had wrought an important change in the educational policy of the Presbyterian Church. Its interest in education had not decreased; it continued to establish for itself schools of a higher order; it laid the foundation of numerous Academies and Colleges; but in the work of primary instruction, it now sought to unite neighborhoods, people of all denominations and of none, and thus became an instrument in aiding the transition of the sectarian into the unsectarian school. Some account of this interesting change of policy, which was experienced by nearly all the churches, and of the neighborhood

or common schools that grew out of it, will be given in an appropriate chapter: what must be said further here of the Presbyterian will concern their early efforts in behalf of higher education.

Creditable as is the record of the early Presbyterian settlers in Pennsylvania in behalf of elementary education, they were much more distinguished for the efforts made to establish schools of a higher order and to supply the church with an educated ministry. It will be acknowledged that no other class of people did so much in this direction during the last three quarters of the eighteenth century. The leaders in this movement were the ministers, all men of liberal education, who in addition to their arduous pastoral duties in connection with congregations scattered through a wilderness found time and had strength to build schoolhouses and open schools that bore upon their rolls the names of men whom all later generations of Pennsylvanians delight to honor.

The earliest of these schools was the institution established in 1726 by Rev. Wm. Tennent, pastor of the Neshaminy church Bucks county. Tennent came from Ireland, was a fine classical scholar, conversing in Latin with as much ease as in English. His schoolhouse stood a few steps from his dwelling, was about twenty feet square, built of logs and furnished in the rudest manner. "The place," writes Whitefield in his journal after a visit to it, "is in contempt called a College. It is a log house, about twenty feet long and as many broad; and to me it seemed to resemble the schools of the old prophets, for their habitations were mean." But it is not the house and furniture that make a school—these are dead; the teacher is the school alive, the inspiring force that makes scholars and men. For some twenty years Tennent continued to gather about him a body of choice young men and to train them for the service of the church and of society, making his "Log College" famous for all the coming years, and supplying the germ out of which in good time grew directly the great Presbyterian College of Princeton, and indirectly several other Colleges of scarcely less note.

In 1739, Rev. Samuel Blair, soon after entering upon his duties as pastor of the church at Fagg's Manor, Chester county, catching the spirit of the Tennent Log College, at which he had studied, established a classical school mainly designed to prepare young men for the ministry and taught it till his death in 1751, when he was succeeded by his brother, Rev. John Blair, also a Log College

student, who had charge of it until 1776. The school sent forth many students who became noted for their scholarship and distinguished as teachers and ministers.

Scarcely less celebrated than the institutions already named, was the Academy that grew out of the public school founded by Rev. Francis Alison, subsequently Vice-Provost of the College at Philadelphia, at New London, Chester county, in 1741. Here were educated, among others, John Dickinson, member of Congress and President of the Supreme Executive Council; Charles Thomson, Secretary of the Continental Congress; Ebenezer Hazard, United States Postmaster General; Dr. John Ewing, Provost of the University of Pennsylvania; the Historian, Ramsey; Governor McKean, and James Smith and George Reed, two of the signers of the Declaration of Independence. The Academy was eventually removed to Newark, Delaware, and became the foundation of Delaware College.

Rev. Samuel Finley, in 1764, founded the Nottingham Academy in Chester county, near the Maryland line. Here were educated many eminent men, among them Dr. Benjamin Rush and his brother, Judge Jacob Rush, and three Governors, Martin of North Carolina, McWhorter of New Jersey, and Henry of Maryland. The institution closed with the election of Dr. Finley to the Presidency of Princeton College, in 1761.

Rev. Robert Smith, D. D., a Log College graduate, was installed pastor of the Pequea church, Lancaster county, in 1750. Soon after, he opened a school in a small stone building a short distance from the church. The instruction was of liberal character. "The only language allowed to be spoken in the schoolroom was Latin, and whoever uttered a word in the mother-tongue was marked as a delinquent." A considerable body of distinguished men repaid the teacher for his self-sacrificing efforts, among them his two sons, Dr. Samuel Stanhope Smith and Dr. John Blair Smith, the former of whom became President of the College of New Jersey, and the latter President of Hampden Sidney College, Virginia, and of Union College, New York, and Dr. John McMillan, the father of Presbyterianism in western Pennsylvania, and the founder of Jefferson College. On a plain marble slab that marks the grave of Dr. Smith, with others are inscribed these words: "Long the head of a public Seminary, a great part of the Clergy of this State received the elements of their education, or perfected their Theological studies under his direction."

In 1771 Rev. James Latta established a classical school at or near Chestnut Level, and continued it for about thirty years. When the news of the battle of Lexington reached the school, a large majority of the young men in attendance ran away and enlisted in the army, some with and others without their parents' consent. Among them were two sons of William Steele, living in the neighborhood, all of whose sons, seven in number, served in the Revolutionary army. A classical school was established at Donegal meeting-house, in 1775, by Rev. Colin McFarquhar, a graduate of the Edinburgh University. He was a Scotchman, and in coming to America left his family behind, and for ten years they were unable to join him, owing to the hostilities between the two countries. Upon their arrival, at the close of the war, he took up his residence at Maytown, and continued his school in a part of his one-storied log dwelling-house, still standing, until he resigned his pastoral charge in 1805.

A classical school was established in the Conococheague settlement, Franklin county, in 1761, by Rev. John King, D. D., but after flourishing some years, was closed on account of incursion by the Indians.

Mention must be made, also, of the classical school established at Gettysburg, Adams county, about 1782, by Rev. Alexander Dobbin, a Scotch-Irishman, and member of the Associate Presbyterian Church. The building he erected on his own land, and with his own money, is still standing, although the school was discontinued about 1810. Mr. Dobbin enjoyed the reputation of being a fine scholar and a good teacher. More than sixty of his pupils became professional men, twenty-five of them ministers of the Gospel.

Nor must the efforts of Rev. John Bryson, near Turbotville, in the northern part of Northumberland county, be forgotten. He taught Greek and Latin in his own dwelling-house from 1802 to 1806, to a choice body of young men, nearly all of whom distinguished themselves in after life.

Going a little beyond what may be considered an early period in Pennsylvania history, it seems proper to state that Presbyterians founded a classical school at Upper Octoraro, Chester county, in 1779; Dickinson College, at Carlisle, in 1783; an Academy near Bath, Allen township, Northampton county, in 1785; a classical school at Strasburg, Lancaster county, 1790; an Academy at Brandywine Manor, Chester county, in 1792; Chambersburg

Academy, in 1797; and in Washington county, at Canonsburg, in 1791, an Academy which grew into Jefferson College; and at Washington, in 1787, an Academy which became Washington College. And these early Washington county Academies were themselves the fruit of the seed sown by such bold pioneers of Presbyterianism as Thaddeus Dodd who taught mathematics and the classics at his own home on Ten Mile Creek, Joseph Smith who opened a classical school in his "study" at Buffalo, and John McMillan who presided over a "Log Cabin" college at Chartiers.

In the words of Judge Chambers: "The influence of these seminaries, established, conducted and maintained in the early history of the Province, by the Scotch-Irish Presbyterian ministers, was of inestimable usefulness to the inhabitants of Pennsylvania. They gave to the rapidly increasing communities, made up of Irish and Scotch emigrants, an educated, zealous and pious ministry, sound in the faith, and a church organization of Presbyters that was to the desire and acceptance of the great mass of people. In the same schools, the young men of Pennsylvania, and some other colonies, received a classical and scientific education, that prepared some for high places in the medical profession, whilst others were educated preparatory to the study of the law, and acquired, deservedly, the reputation and places of jurists, lawyers and statesmen."

THE CATHOLICS.

The aim of the Catholic Church has ever been to educate in its own way, and with its own means, or means subject to its direction, all the children of Catholics, and of as many others as are willing to patronize the institutions of learning it has established. In certain localities in this country, Catholic children attend the public schools; but this is seldom done except in cases where the Church is feeble and feels itself unable to provide educational facilities, and the practice is likely to come to an end as soon as its strength becomes greater or its circumstances better. The effort of the Catholic Church in Pennsylvania, to provide schools and Colleges in sufficient numbers to accommodate the whole body of Catholic children, has attained proportions, whether it be considered well or ill directed, that must challenge universal admiration and respect. Five or six Colleges, and numerous Academies and Seminaries, open their doors to young men and women; many millions of dollars have been raised for the purposes of elementary education, and

heavy contributions are continually required for its support; grammar schoolhouses have been erected in most of our cities, rivalling in cost and equipment those provided for the public schools; a Catholic teachers, Catholic text-books, and Catholic courses of study, are features of a system of schools conducted on a large scale.

But the educational work of the Catholic Church in this State has nearly all been done within the last fifty years, and what is to be said of it in this volume must for the most part be presented in other chapters; a few pages here will be sufficient to contain a statement of the scattered facts that have been gathered, showing what was done for education by the early Catholic settlers.

The first trace of Catholic worship in Pennsylvania appears in the year 1708, and is referred to in two letters of William Penn then in England, to James Logan, stating that he had been reproached by officers of the Crown because the public celebration of Mass had been suffered in his colony. He asks to be informed as to the exact state of the facts, adding that "ill use of it is made against me here." Penn took no measures to suppress the form of worship that had brought him into trouble at the English Court but he was evidently annoyed at being so compromised at a most critical period in his affairs. It was about this time that he was himself accused of being a Jesuit in disguise, and this may have added to his sensitiveness on the subject. The priest that troubled the waters of Philadelphia at this early day was either Polyca Wicksted or James Haddock, both Franciscan Friars Minor, probably from Maryland.

The first Catholic church in Pennsylvania was St. Joseph in Philadelphia, erected by the Jesuits in 1730. Previously, worship had been conducted in a private dwelling. The priest under whose direction the church was built was Rev. Josiah Greaton, a Jesuit who served the congregation some twenty years. It is said that upon his first appearance in Philadelphia, in order to escape notice he assumed the Quaker style of dress. The church was a simple one-storied building, with only eleven members. By 1750, a new church edifice took the place of the old one, and the congregation indulged themselves in the luxury of an organ. At what time a school was established in connection with the church is unknown but there is reason to think it was at an early day. In 1781, it is on record that measures were taken by the congregation for "pro-

ing for the old schoolhouse and lot purchased for £400." St. Joseph's Society for the education of poor orphan children was incorporated in 1807. In 1763, St. Mary's church was founded. This church was built for the German Catholics, who had become quite numerous. Doubtless, after the manner of the Germans of all denominations, a school was maintained from the beginning. After the Revolutionary war, the church of the Holy Trinity was erected. A school was kept in the basement. St. Augustine followed in 1800. Dr. Mease, in his "Picture of Philadelphia," 1810, states that the Catholics then had two parochial schools.

The whole number of Catholics in Pennsylvania, in 1757, was one thousand three hundred and sixty-five, about one-half of whom were Germans; many of them lived in and around Philadelphia, but others were scattered over Chester, Berks, Bucks, Montgomery, Northampton, Lancaster, Cumberland and York counties. The Catholic "Mission of the Goshenhoppen," Washington township, Berks county, was established in the year 1731. Ten years later, Rev. Theodore Schneider took charge of it. His residence was a two-storied building, in a small room of which on the first floor he taught the school. Living on the most friendly terms with all denominations, his school was largely attended by children from the whole neighborhood. The school is still maintained in the shape of a curious combination of a church and a public school. The schoolhouse owned by the church is furnished to the township free of rent, the salary of the assistant teacher is paid by the congregation, and the school being attended by none but Catholics, is thoroughly Catholic in all respects. On the other hand, the principal teacher, though appointed with the approval of the pastor in charge, is examined in the usual way by the County Superintendent of schools, and paid by the board of directors of the district. The school is open to the visitation of both the church and public school authorities. Nicholas Andre, a teacher of this school at the time the township accepted the free school system, and altogether for fifteen years, was a member of the State Legislature in 1878.

About the time of the establishment of the mission of Goshenhoppen, a mission was begun, by Rev. William Wapeler, at Conowago, Adams county. Within a few years a church was erected, and most likely a school opened, but respecting the latter little can be ascertained. St. Joseph's Parochial School at McSherrystown is said to date back to 1800. There are at the present time

six or eight parochial schools in operation in the neighborhood with fine school buildings and an attendance of six hundred pupils, some of them doubtless having an unwritten history reaching a far back into the past as that of the mission.

The Catholics had an organization in Lancaster city as early as 1740. Their first church was erected in 1745. This building being destroyed by fire, about 1762, a new one was erected. Contrary to their usual practice, the Catholics in Lancaster do not seem to have had for many years a school of their own. Toward the close of the century, there were Catholic missions at Harrisburg, Sunbury, Milton, Lebanon, Reading, Colebrook, Elizabeth town, Columbia, and other places, but no records have been obtained concerning their schools, if any were established, as seem probable.

The first Catholic services in western Pennsylvania, unless the preaching of the early Jesuit missionaries be an exception, were conducted by the French priests who accompanied the military forces of that nation in their expeditions. Holy Mass was celebrated, in 1754, at Fort Duquesne, for the soldiers, by the army chaplain. Rev. Benedict Joseph Flaget, in 1792, on a mission down the Ohio, detained at Pittsburgh by the high water, celebrated Mass in the private house of a Protestant countryman, and preached to the soldiers in garrison under Gen. Anthony Wayne. But as far as is known, no attempts were made by the French while in possession of the country to establish either churches or schools.

Five German Catholic families left their friends in eastern Pennsylvania in the year 1787 or 1788, and settled in Unity township, Westmoreland county. Soon after, they procured a lot of ground near Greensburg, on which they proposed to erect a church and lay out a grave-yard. In 1789, Rev. John B. Cansey, who had traveled all the way from Conowago for the purpose, celebrated the mysteries of the Catholic religion in the humble residence of John Propst, one of the settlers. The next year Rev. Theodor Browers bought a farm of three hundred acres, known at the time as "Sportman's Hall," and erected near where St. Vincent Abbey and College now stand, an humble dwelling, in which he lived for a short time and ministered to the Catholic people of the neighborhood. His house was erected in April, and he died in October, leaving all his property to his successor for the benefit of the Catholic

olic congregation, thus laying the foundation for the noted church and educational institutions which subsequently grew up at that point. It is almost certain that a school was maintained by the congregation from the first. In 1846, upon the arrival of Rt. Rev. Abbot Boniface Wimmer, who may be considered the father of the Abbey and College, he found among other buildings "a little schoolhouse."

Some American Catholics from Maryland settled in Cambria county in 1790. They were joined, in 1799, by the self-sacrificing Christian and noted pioneer in Western Pennsylvania, Prince de Gallitzin. His father was a Russian nobleman of high rank and great wealth. Coming to America to see the country, he became a priest; and turning his back upon the power and luxury that awaited his return to his native land, he cast his lot with the poor colonists upon the summit of the Alleghany mountains. Immediately after his arrival at the scene of his labors, he erected a rude log chapel in which he conducted his ministrations. A school was opened under his direction, near Loretto, the succeeding year. O'Connor was the schoolmaster. The schoolhouse was a small log building daubed with mud and heated by means of a large stone fire-place. Children attended from a distance of four or five miles. Prince de Gallitzin laid out the town of Loretto, bought large quantities of land and sold it to actual settlers at nominal prices, and collected about him before his death, in 1840, a thrifty Catholic population of several thousand, with a good supply of churches and schools.

A small body of Catholics separated from the Westmoreland Catholics, in 1797, and settled at Waynesburg, Greene county. There were only fifteen members of the Catholic church in Pittsburgh in 1804, but in 1811 they had become strong enough to erect St. Patrick's cathedral, and, about 1820, to lay the foundation of St. Paul's. Doubtless, schools were established at both these places at an early day, for with few exceptions, wherever there were Catholic congregations there were Catholic schools. Their records, however, are frequently difficult to trace.

THE METHODISTS.

The Methodist church, with a zeal for the education of its membership, and for the enlightenment of mankind in general, exceeded in earnestness by no other denomination of Christians, has never

undertaken to engage in the work of elementary education. The evidence can be found showing that such a thing as a Methodist parochial school was ever known in Pennsylvania. Before the adoption of the public school system, the church was too weak to think much of establishing schools and too much engaged with its special work it felt itself called upon to do; and, after this system went into operation, the children of Methodists flocked to the public schools in a body and Methodists everywhere gave them united and cordial support. The Methodists have always asked that the Bible be read in the public schools, and that teachers qualified morally as well as intellectually be employed; and these demands satisfied, they have ever been ready not only to patronize but to defend them. Again and again, in the last fifty years, have Methodist Conferences in Pennsylvania made deliverances approving free schools under State control, and from thousands of Methodist pulpits earnest voices have called upon God to bless the grand effort being made to educate the whole people. And it is a most significant fact that with its children educated almost exclusively in the public schools, no other church has increased more rapidly, nor has been more zealous in good works or has garnered a richer harvest of Gospel fruit, and none has a membership more devoted in their church attachments, more faithful in their church duties, and more abundantly endowed with all the graces that belong to Christian life.

Methodist Societies were organized in Great Britain, by John Wesley and his co-workers, in 1740. Previous to this time, in 1731 both he and his brother Charles had been in Georgia, whither they went to teach the Indians Christianity, the latter traveling as far north as Boston; but they were not then Methodists. George Whitefield made seven voyages to America between 1736 and 1770 and swept the country again and again, like a resistless conflagration, from Maine to Georgia, with his terrible preaching. "He preached like a lion," says one who heard him. After one of his visits to Philadelphia, so great was the religious interest created that the churches held service twice every day and three or four times on Sundays, for about a year, and, though the city was then small, twenty-six societies were kept up for social prayer. The same excitement attended his preaching everywhere. Great inducements were offered him in different places to settle and take charge of congregations, but his purpose was not to remain—like a whirlwind

he came and went, creating confusion and conflict, but leaving the religious atmosphere purer and more healthy. He encouraged the building of a church in Philadelphia, established an asylum for orphans in Georgia, began the erection of a school for negroes at Nazareth, but he made no attempt to plant a distinct church.

The first regular Methodist service in the United States was established in the city of New York, in 1765. Barbara Heck, a German lady, who joined the Methodists in Ireland, prevailed upon Philip Embury, a local preacher, to conduct the service in a private house for the edification of a body of people that she was largely instrumental in collecting. To her zeal also was in great measure owing the erection, in 1768, of John Street Church, the first Methodist church in America. The first preaching in Philadelphia was in a sail-loft near Second and Dock streets. St. George's church was established in 1769. Taking firm root, Methodism spread rapidly over the State, and we hear of it at Reading, in 1772; at York, in 1781; at Wilkesbarre, in 1788; at Carlisle, in 1789; at Williamsport, in 1791; at Pittsburgh, in 1801; at Lancaster, in 1803; and at Harrisburg, in 1810. The first meeting of preachers or Conference was held in Philadelphia, in 1773. There were then ten preachers and one thousand one hundred and sixty members in the United States. In the hundred and ten years that have elapsed since that time, this little handful of Methodists has become an enormous army of four millions, with sixty thousand ministers, representing probably a population of fifteen or twenty millions of people. But while this great church has enjoyed this marvellous degree of prosperity, it has continued to send its millions of children to the public schools, supplementing the education received therein by the instruction of the Sunday-school, the church and the home.

There is within the Methodist Church great activity respecting the general interests of education. This interest centers in a Board of Education. Collections are taken up in behalf of the educational fund disbursed by this Board in all the churches and Sunday-schools of the denomination. Addresses setting forth the importance of the subject are delivered at each annual Conference. The disbursements are for the most part made to enable promising young men who are candidates for the ministry or the missionary field to obtain a higher education. "Nine-tenths of all who are now receiving aid from the funds of the Board are grown-up Sunday-school scholars." The General Conference, in 1876, adopted

some admirable provisions relating to education. These provisions made it the duty of Presiding Elders to bring the subject of education, as it concerns individual churches, "before the first Quarterly Conference of each year, and secure the appointment of a committee, of which the preacher in charge shall be chairman, to organize wherever practicable, a church lyceum for mental improvement; organize free evening schools; to provide a library, text-books, a books of reference; to popularize religious literature, by reading rooms, or otherwise; to seek out suitable persons, and, if necessary assist them to obtain an education, with a view to the ministry and to do whatever shall seem best fitted to supply any deficiency in that which the Church ought to offer to the varied nature man." With the statement of this broad policy, there must be added the fact that the Sunday-schools of the Methodist Church are, as a general thing, largely attended, efficiently organized, a skillfully taught.

The early Methodists distrusted Theological Seminaries. Recognizing as the one necessary qualification for preaching the divine Word, a genuine call from God, they feared the tendency of such institutions would be to convert a sacred mission into a secular business. The views of the Church have undergone some change in this respect, but even now most Methodist congregations would prefer a preacher whose utterances are the fresh outgushing of a soul filled with religious thought and feeling to one who becomes the exponent of the colder formalism and stiffer creeds that are apt to result from a course of study in the Theology of the school. The great majority of Methodist ministers, even at this day, come from the ranks of devout young men without special collegiate theological training, but moved by the Holy Spirit to preach the Gospel. Once admitted into the church service, however, and the young minister is compelled to enter upon a rigid course of study and reading, and to undergo annually for a period of four years a critical examination. Not considering a course in a Theological Seminary essential as a preparation for the ministry, the Methodist Church was not so early or so earnest in establishing higher institutions of learning as some of the other churches; but when once entered upon the work, it was pushed forward with characteristic zeal, and the record made is a very creditable one. Of the Methodist Colleges and Conference Seminaries in Pennsylvania, so much account will be given in the proper place. It may be said here

he came and went, creating confusion and conflict, but leaving the religious atmosphere purer and more healthy. He encouraged the building of a church in Philadelphia, established an asylum for orphans in Georgia, began the erection of a school for negroes at Nazareth, but he made no attempt to plant a distinct church.

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CHAPTER VII.

PRIVATE EDUCATION IN EARLY DAYS.

THE CHURCH IN THE WORK OF EDUCATION. THE GERMAN SETTLERS. THE REFORMED AND LUTHERAN CHURCHES.

PENNSYLVANIA as a land of promise became known in Holland, Germany, and Switzerland, through the preaching of Penn and other Friends, who extended their Gospel labors to these countries. The first colonists were the German Friends who settled Germantown. But it was not long until numbers of the oppressed inhabitants of nearly all parts of Germany and Switzerland, and especially of districts along the Rhine, began to seek homes, with wives, children, and all they possessed, in the wilds of Pennsylvania. Among them were members of a dozen different religious denominations, large and small. They all came with the common object of bettering their condition in life, and securing homes in a country where they could enjoy unmolested the right to worship God as their consciences dictated. In Pennsylvania, if nowhere else, they knew they would secure civil and religious liberty. Some of them were very poor, even coming without sufficient money to pay the expenses of their passage, but others were well-to-do, bought land, built houses, and soon by patient industry had about them the comforts to which they had been accustomed. The German immigrants were mostly farmers, but among them there was a smaller proportion of different kinds of mechanics. They brought few books with them, but nearly every individual possessed a Bible and a Prayer or Hymn-book, and many had in addition a Catechism or a Confession of Faith. These were treasures that could not be left behind, and they are still preserved as heirlooms in hundreds of old German families. When they came in bodies, they were usually accompanied by a clergyman or a schoolmaster, or both. They were not highly educated as a class, but among them were some good scholars, and few could be found who were not able to read. The impression has prevailed that they were grossly ignorant; it is unjust; those who make the charge either

do not take the pains to understand, or wish to misrepresent them. Their average intelligence compared favorably with that of contemporary American colonists of other nationalities. If they did not keep pace with others in subsequent years, their backwardness is easily accounted for by their living for the most part on farms, frequently many miles separated, and extending over large sections of country; their division into many religious denominations, among which there was little unity; their inability, scattered and broken as they were, to support ministers and schoolmasters, or even to secure the advantages of an organized community; their use of a language which in a measure isolated them from the neighboring settlers, and shut them out from the social, political, and business currents that gave life to the communities around them; their unacquaintance with the proper forms of local self-government, and the habit brought with them of looking for help, in all public concerns, to some outside or higher authority; and, above all, perhaps, their quiet, confiding disposition, quite in contrast with the ways of some of the more aggressive, self-asserting classes of people with whom they were brought in competition.

Soon after the beginning of the eighteenth century, German immigrants came to Pennsylvania in great numbers. In 1730, the estimated number in the Province was 30,000. By 1750, they had increased to 90,000, the whole population being about 270,000. Ebeling says that, in 1790, the German population was 144,660; and at present fully one-third of the people are either German or of German descent. They form the bulk of the population in many counties, and there is no section of the State in which scattered German families may not be found.

Although invited to settle in Pennsylvania, the Germans, arriving in such large numbers and spreading over the country so rapidly, seem to have created a fear on the part of other settlers and of the Provincial authorities that they would form an unruly element in society, and eventually work the overthrow of the Government or assume possession of it as their countrymen had done long before in England. Laws restraining their immigration were passed, and the alarm disturbed even such well-balanced minds as those of Logan and Franklin. It is almost needless to add now that such a fear was groundless, and arose wholly out of the political and sectarian prejudices of the day. On the contrary, it is only just to say that to all that has gone to build up Pennsylvania, to enlarge her wealth,

to develop her resources, to increase her prosperity, to educate her people, to give her good government, from the first, the German element of the population has contributed a full share. Better citizens cannot be found in any nation on the face of the globe. The outline that is to follow of what was done for education by the different German churches in the early days, will go far to prove them worthy of the words of commendation thus freely accorded them.

The Reformed and Lutheran churches in the Fatherland, at the time so many of their members were seeking homes in Pennsylvania, were accustomed to provide, as a part of their religious duty, for the instruction of the young belonging to the several congregations. The Heidelberg Catechism taught from the first that it is required by commandment of God, "That the Ministry of the Gospel and schools be maintained." The Lutheran teaching on the subject was not less fundamental. "Were I to leave my office as preacher," said Luther, "I would next choose that of a schoolmaster of boys; for I know next to preaching this is the greatest and most useful avocation." "To make provision for the education of children," says he, "is not only the duty of parents, but also of the State and the Church. How can reason and charity allow the youth to grow up uneducated, to become a poison and pestilence, corrupting a whole town?" In most cases, in all German-speaking nations, where there was a church there was a school; the two were under the same control, and the schoolmaster as well as the minister was a church officer. In addition to his duties as an instructor of children, the schoolmaster was generally the organist of the congregation, led the singing, and sometimes officiated at funerals and assisted the minister at the sacred desk. Like the minister he received a stated salary, and was furnished with household accommodations for himself and family. Charges for tuition were fixed by the consistories. Parents who could afford it paid tuition fees, but the children of the poor were admitted free. It was the duty of the minister as his superior officer to supervise the work of the schoolmaster. The school was considered an auxiliary to the church, and the children in attendance always received religious instruction and were prepared for confirmation. "The school teachers," says Dr. John W. Nevin, "were in fact part of the ecclesiastical establishment of the land; and it was their province in particular to see that the young were diligently trained in the knowledge of the Catechism from the beginning, so as to be qualified in due time for a full relig-

ious profession." The Reformed and Lutheran Germans brought with them to Pennsylvania this idea of a union of church and school, and so far as the circumstances of the country permitted they carried it into effect. The first public building erected by a community was generally a house that could be used both for a church and a school; and, subsequently, when they were able to construct two buildings, one for the church and the other for the school, they stood side by side. In a congregation without a schoolmaster, the minister frequently taught the school; and in the absence of a minister, the schoolmaster was accustomed to conduct religious services. One who has carefully examined all the old records relating to the subject, Rev. Dr. Schmucker, says, stating of the Lutheran congregations what is equally true of the Reformed: "Each congregation formed in Pennsylvania established a congregational school alongside of the church, at the earliest possible period after its formation. This is a rule so absolute as scarcely to have an exception. Even before a pastor could be obtained a school was built, and the schoolmaster conducted Sunday service and read a sermon. The teachers usually were German schoolmasters who had come over; some of them were of worthless character, some had had little training, some were worthy; but such as could be found were employed." For some years after the first settlement, the schoolmasters outnumbered the ministers. A few ministers came from Germany and labored faithfully with their scattered flocks in the Pennsylvania wilderness; but for some reason the current of emigration appears to have carried with it a larger number of schoolmasters. The 11,294 German Protestants who arrived at London, in 1709, most of them on their way to America, had with them eighteen schoolmasters. In 1749, there came to Pennsylvania twelve schoolmasters with the German immigrants. And these are only examples.

There were neighborhoods in Pennsylvania in which Reformed and Lutheran Germans had settled before the year 1720, but little evidence remains showing the existence of either churches or schoolhouses prior to that date. The Lutheran congregation at New Hanover, Montgomery county, is considered the oldest organization of Lutheran Germans in the United States. Justus Falkner was ordained as its pastor by certain Swedish ministers in the year 1703. A church and a schoolhouse were probably erected before 1719, for at that time John Henry Sprogel, who owned the land in

the vicinity, presented fifty acres for the church and the school. The Reformed Germans built a little church in Germantown in 1719, and previous to that time both they and the Lutherans had enjoyed some irregular preaching in the city of Philadelphia. These scanty facts about complete the record up to the year 1720; and indeed, there is not very much to be added to it during the next two succeeding decades. The truth is that the whole period of their settlement prior to 1740 was with both the Reformed and the Lutherans an era of comparative darkness. They were spread over a wide extent of country, and necessity compelled them first to seek shelter, food, clothing, and the comforts of a home. They were for the most part sheep without a shepherd. They did not come to this country in organized bodies under chosen leaders, and with a well-defined purpose, like the Puritans, the Friends, or the Moravians, but they landed upon our shores in disconnected detachments and heterogeneous multitudes, and at once scattered in search of a place in which to live and work. It was no part of their ambition to become rulers in their adopted country, their desire being simply to settle down in the position they had occupied in the Fatherland, of quiet, law-abiding citizens. Years necessarily passed before they felt themselves entirely at home, and prepared to begin in earnest to build up institutions like churches and schools. As a tree transplanted into unaccustomed soil takes some time to root itself anew and recommence its growth, so these settlers could not at once free themselves from the influences of the past, feel content with the present, and be ready to make a second start in their intellectual and religious life. Still, the fragmentary statements made below will show that enough was done to indicate a sound substratum of moral health in the body politic, and to give hopeful promise of the good that was to come.

Rev. John Philip Boehm, one of the venerated fathers of the Reformed Church in Pennsylvania, settled in Whitpain township, Montgomery county, about 1720, and some time thereafter taught school for several years. He had been a schoolmaster before coming to America. His first preaching, and probably his first teaching, was done in his own house, as it was not until 1740 that "a small stone church" was erected at that place.

Rev. George Michael Weiss came to Pennsylvania, in 1727, with four hundred immigrants from the Palatinate. He was a graduate of the University of Heidelberg, a fine scholar, speaking Latin as

well as his native tongue. Some months after landing at Philadelphia, he advertised the opening of a school of a high order, proposing to teach, among other things, "Logic, Natural Philosophy, and Metaphysics."

George Stiefel was schoolmaster, prior to 1731, for the congregation of the Reformed church at Tulpehocken, Berks county. In 1735 he joined the community of Seventh-Day Baptists, at Ephrata, and, it is said, continued teaching to the end of his days. Rev. John Peter Miller came as a missionary to his Reformed brethren, in Pennsylvania, in 1730. He preached, and probably taught school for some time, at Tulpehocken, and with Stiefel joined the Seventh-Day Baptists and went to Ephrata, where he subsequently served as Prior. He spoke English, French and Latin, and understood Greek and Hebrew. Rev. John Bechtel settled in Germantown in 1726, and subsequently served the Reformed church, in that place, as minister for sixteen years. He then joined the Moravians and went to Bethlehem. A catechism prepared by him was printed by Franklin in 1742. It is not known that he taught school, but as Count Zinzendorf opened a school in his house, at Germantown, it is thought likely he was both a preacher and a schoolmaster.

Congregations of Reformed and Lutherans were organized at Goshenhoppen, Montgomery county, about 1731, and within a short time thereafter they opened schools. Private houses were at first used, both for church and school. The Reformed church at Skippack in the same county, and doubtless the school connected with it, dates back to 1726. Churches belonging to the same denomination, and most likely schools, were established about as early at Whitemarsh, Salford and New Hanover.

June 20, 1736, a new log church, erected by the Reformed congregation at Lancaster, was consecrated; in an account of the ceremony it is stated that "the teacher, preacher and pastor, called to this office by God, was the reverend and truly pious John Jacob Hock." It seems likely, therefore, that Mr. Hock taught the school, as did some of his immediate successors. An organized Lutheran congregation existed in Lancaster as early as 1733. The first church was consecrated in 1738. A schoolhouse was built at the same time. The first Lutheran church at Brickerville, Lancaster county, was built about 1736. The schoolhouse near it was probably about as old as the church, for in 1779 it was so dilapidated that Rev. Daniel Shroeder, the minister, who was required to teach

the school, removed it to the parsonage. Church and schoolhouse still stand side by side. There were several other congregations in Lancaster county, both Lutheran and Reformed, probably as old as the one at Brickerville, but little can be learned respecting their schools.

Prior to 1735, Casper Leutbecker, a tailor, taught the Lutheran school at Tulpehocken, read sermons and catechised the children. Conrad Weiser, prominent in the colonial history of Pennsylvania as the interpreter and agent of the Government in the management of its Indian affairs, taught school at the same place about the same time; and, owing to his prominence in the office, has been called "the schoolmaster of Tulpehocken."

There was a school as early as 1735 among the German settlers on Kreutz creek, York county.

The Lutherans built a church at Oley, Berks county, in 1736, and there is good reason to think that they established a school at the same time. The old church records show that, in 1748, Frederick Hoelwig was cantor and teacher at Longswamp, Berks county, and it is probable there was a school in connection with the church from the time it was built, in 1734. In 1742, Moselem Lutheran church, Berks county, was built, and one hundred acres of land were obtained and set apart for a church, a parsonage and a schoolhouse. The following from the proceedings of the consistory in 1743 expresses views extremely liberal for the times: "That it is our most earnest desire that the teacher, as well as the preacher, shall be fairly compensated, so that he can live with his family like an honest man, without being obliged to engage in any business foreign to his profession. To this end, the teacher and preacher shall have the land and the house upon it free, as long as they officially serve the congregation, and, as far as is reasonable, they may use the same as serves them best."

A small Lutheran church was erected in Germantown prior to 1742. Religious services had been begun some years before, and were frequently conducted by the schoolmaster. The earliest traces of a Lutheran pastor at New Providence, or Trappe, occur about 1732, but there is good reason to think a school was established at an earlier date. The Swamp Church School, Lower Milford, Lehigh county, is thought to date as early as 1725; and in the same township, the wife of Jacob Dubbs, who had settled on a tract of government land in 1732, was accustomed to gather the children

of her neighbors into her kitchen in the afternoon and teach them to read and write. Dr. Van Horne says in his History of the oldest Reformed Church of Philadelphia, "a Charity or Free School had been sustained almost from the date of the first organization, 1727." The Lutherans in Philadelphia had a school about as early, certainly before 1734.

Rev. Samuel Suther, after a long voyage, during which his father, mother, and his ten brothers and sisters, all perished by shipwreck, landed on the tenth of January, 1739, on the coast of Virginia. He sometimes preached, but his occupation was mainly that of a schoolmaster. He taught in several places in Pennsylvania, and, in 1747, had charge of the German Reformed school in Philadelphia.

Rev. Christian Henry Rauch was in part a Reformed and in part a Moravian minister. He was a missionary to the Indians in Connecticut in 1741-2. In 1746, he preached for various Reformed congregations in Lancaster, Berks, and other counties; and in 1749 we find him in charge of the Moravian congregation and school near Litiz, "filling the office of teacher and preacher in Warwick, and also superintendent of the surrounding country congregations."

But notwithstanding the creditable efforts made in many of their settlements, of which examples have been given, the state of education up to the last decade of the first half of the eighteenth century, was far from satisfactory to pious, thinking men among the Reformed and Lutheran Germans. They saw plain enough that schools were too few, that too many of the schoolmasters were poorly qualified, that there was a lack of general interest in education, and that large numbers of youth were growing up almost wholly illiterate; and they feared if this state of things continued that when the old men who had been educated before coming to America passed away, there would be none to take their place. Indeed, the religious congregations that had established such schools as existed, and to which they looked for support, were themselves feeble, widely separated, for the most part without ministers, and consequently ever ready to fall to pieces; and, suffering greatly for want of a common head and a common bond of sympathy, they were in no condition to forward the interest of education. Despairing of finding a remedy for this discouraging state of things in America, longing eyes were turned to the Fatherland, and by correspondence and by agents the much-needed help was most earnestly sought from beyond the sea.

Daniel Weissiger, one of the agents appointed by the Lutheran congregations of Philadelphia, New Hanover and Providence, to ask contributions in their behalf from their brethren in the Old World towards building "needful churches and schoolhouses," in his statement dated in 1734, and published in the Halle Reports, makes known the general spiritual and intellectual destitution of the German communities of that day and their earnest desire for improvement. "Yet, for quite a long time," says he, "they have been living without the services of competent teachers and pastors, as also without schools; and the consequence is that many have wandered off from the life of the church and have strayed far in divers crooked ways. Many indeed, have deeply felt the necessity of regular teachers and of schools, both for their own benefit and for the proper education of their own children; and therefore opened several schools in Philadelphia, and provided for their regular instruction. Yet on account of the increase in the number of congregations and of children, this provision was found to be insufficient to meet the growing demand; and at the same time, teachers who would really take to heart the instruction of children and the spiritual edification of adults, and who had themselves the necessary qualification for this work, were very seldom to be found." Then, speaking specially for the three congregations he represented, he continued, "These three congregations have joined together in the Name of God, and with prayer for His gracious help, to endeavor to secure the services of faithful and competent teachers, and to build a church in each place, in order that they may hereafter enjoy the preaching of the Gospel and maintain the usual exercises of public worship. They contemplate also, with equal earnestness, the establishment of schools for the instruction of their children."

In response to these appeals, there came, in 1742, Henry Melchoir Muhlenberg, one who may well be called the Father of the Lutheran Church in Pennsylvania; and, in 1746, Michael Schlatter, by whose labors the scattered congregations of the Reformed Church were organized, and the breath of a new life was breathed into them.

The call to Dr. Muhlenberg, from the Lutherans of Pennsylvania, was made through Dr. Gotthelf August Francke, of Halle, who was the most active of their Friends in Germany. His father, Dr. August Herman Francke, was the distinguished founder of that wonderful cluster of schools and charitable institutions for which Halle

has been famous for nearly two hundred years. The elder Dr. Francke was a great teacher, a great teacher of teachers, an able writer on education, and a most enlightened and zealous educational reformer. He supplied a parent's place to thousands of destitute orphans, more than two hundred thousand children have been educated in his schools, and forth from the *Pædagogium* he founded have gone ten thousand teachers to introduce into schools, all over the civilized world, his improved methods of instruction. Among his pupils was Count Zinzendorf, the distinguished Moravian leader. The younger Dr. Francke succeeded his father in the direction of all the institutions at Halle, and no higher praise could be given him than to say that he proved worthy of the trust. Fortunate, indeed, were the early Pennsylvania Lutherans in securing, in the land of their fathers, such a friend; and more fortunate still were the congregations that through his assistance obtained ministers and schoolmasters educated at Halle, and imbued with the spirit that hallowed the place.

Muhlenberg, upon taking a survey of his field of labor, found, as stated in the *Hallsche Nachrichten*, that the greater part of the German Lutheran congregations "were wanting in a sufficient provision in churches and schools, so that they had as yet no regularly-called preachers, by whom they could be instructed out of the Word of God, and enjoy the regular use of the holy sacraments. Therefore their children, for the most part, grew up in their ignorance, without instruction, wherever the parents themselves were incapable of leading them to some knowledge of God and divine things. Such persons, indeed, were not wanting, who from selfish motives offered themselves as teachers. But experience taught that such not only cared little for the souls of their hearers, but that they also, by their bad life and example, only did the more harm—the disorder of the congregations thereby ever becoming greater and more sad." Another Lutheran author describes the state of things more tersely. He says: "There were no churches or schoolhouses, a few huts excepted that were called such, and even these were in a state of decay."

Muhlenberg almost at once assumed charge of the congregations at Philadelphia, Germantown, New Hanover, and Providence, preaching on Sundays and teaching during the week, as he says, "because of the want of capable schoolmasters." The services in Philadelphia were held in a carpenter shop; in New Hanover in a small

church built of rough logs, and in Providence the congregation had to be satisfied with the poor comforts of a primitive barn. In 1743, Muhlenberg writes: "I have to teach from necessity. One week I teach school in Philadelphia, the next in Providence, and the third in New Hanover." Some of the scholars were adult persons who had not learned to read. A "wooden schoolhouse" was built in Providence the first year of his ministry; in New Hanover a schoolhouse with apartments for the schoolmaster, built by the side of the church, was begun in 1743 and completed the next year; and about the same time was commenced the erection of old St. Michael's church, Philadelphia, with its connected school. Early in 1745, Rev. Peter Brunholtz arrived as an assistant to Muhlenberg, bringing with him two students of divinity, John Helfrich Schaum and John Nicholas Kurtz, the former of whom was immediately placed in charge of the school in Philadelphia, with accommodations in the pastor's house, and the latter of that at New Hanover. In both schools, "old people were present, who were not ashamed to sit among little children and learn their letters."

With the assistance of Brunholtz, Schaum, and Kurtz, Muhlenberg began to push his work into new fields. The whole Church seems to have leaned upon him for advice and assistance, but he proved equal to these ever-increasing responsibilities. He preached at Oley, and looked after the interests of the school at that place; helped the "forsaken Lutheran congregation" at Cohansey, to a schoolmaster who read sermons on Sunday from Dr. Francke's Postil; secured the employment of John Frederick Viger, one of the most accomplished of the old Lutheran teachers, as schoolmaster in divers places where his services were thought to be most needed, either as teacher in the school, or as a reader of sermons in the church; moved his faithful lieutenants, Schaum and Kurtz, over the whole field, stopping them at points most needing their services, either as preachers or teachers; placed the newly-arrived Pastor Handschuh in charge of the church and school at Lancaster, and of the congregation at Earltown, now New Holland; extended his fatherly care over the infant congregations in all the surrounding counties, encouraging the building of churches and schoolhouses, procuring ministers and schoolmasters, and everywhere arousing interest and inspiring zeal. In the minutes of the meeting of the first Ministerium of Pennsylvania, 1748, will be found reports from the schools under their care, made by the sev-

eral pastors. Brunholtz, of Philadelphia, reported that a school had been in operation in his house for three and a half years, Schaum teacher; and that in Germantown there were three schools, one in the centre of the town, attended by many pupils, another at the extreme end, which had been in existence three years, and still another near the town, with about twenty pupils. Muhlenberg reported the school in Providence not very large, and that in New Hanover as being in a tolerably good condition, with Jacob Loeser, "a promising young man," as schoolmaster. Handschuh, of Lancaster, said that the school taught by Mr. Schmidt was attended by seventy pupils. Subsequently, the same year, he wrote: "Our school is ever increasing, so that we were recently compelled to dismiss sixteen English children for want of room." Soon afterwards, Vigerá was sent to him as an assistant in the school. Jacob Loeser took charge of the Lutheran school in Lancaster in 1779, continued at its head until 1786, and died in 1793. His remains lie in Trinity churchyard. In addition to his duties in connection with the school, he played the organ for church services, led the singing, opened and closed the church, and had the care of the graveyard. His compensation consisted of a free dwelling in part of the schoolhouse, the free use of a part of the school lot, ten cords of wood, half hickory, and ten pounds in silver.

The mission of Schlatter was to organize the existing congregations of the Reformed Church, and to unite them more closely with one another. His labors were severe and incessant, his visitation extending not only to all the localities settled by the Germans in Pennsylvania, but also to Virginia, Maryland, and New Jersey. He found in Pennsylvania some forty Reformed congregations, two-thirds of which were entirely without regular ministers and some of the remaining third were indifferently supplied. The church, as a whole, was in a most forlorn condition. In his appeal for aid he thus describes it: "What makes the condition of these congregations the more deplorable and worthy of our sympathy, is that most of them are not even provided with a good schoolmaster. Few, even of such as are found qualified, can be prevailed upon to labor in this work, because poor people are not able to contribute enough to enable a schoolmaster, who devotes his whole time to his calling, to support himself and family even with the greatest care and economy. Thus it is easy to see that children, deprived of all instruction, and having only a corrupt nature for their guide, must grow

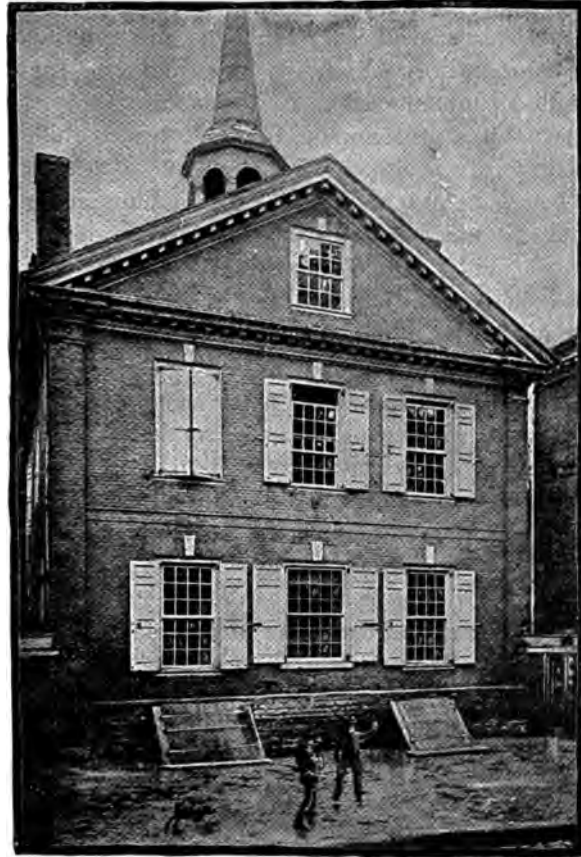
up as wild shoots—yea, I will leave any who heartily and in silence meditate on this matter, and who know the true value of immortal souls, to judge whether in this way, even such as are called Christians and bear the name of Reformed, are not in danger of falling back and being corrupted into a new heathenism, and thus become like the original pagan aborigines of the country, if not even worse."

To remedy this state of religious and intellectual destitution, Schlatter undertook a journey to Europe, and pressed the subject so effectively upon leading members of the Reformed Church in Holland, Germany and Switzerland, that he returned to America with six young ministers, money for their support, seven hundred Bibles, and the assurance of a fund of £12,000 raised in Holland, the interest on which, with some small amounts subscribed elsewhere, was to be used in the erection of churches and schoolhouses and the support of ministers and schoolmasters. Several hundred pounds sterling, as the proceeds of this fund, were received annually for a number of years and devoted to the purposes intended by the donors. The ministers were allotted much the largest proportion; but, as an example, in 1759, the schoolmasters at the places named received amounts as follows: Lancaster, £8; Kreutz Creek, £3; Conewago, £1.10; Readingtown, £3; Goshenhoppen, £1.10; Falkner Schwan, £2; Tulpehocken, £4; Expenses at Coetus, £14. The ministers at about the same places received ten times as much.

The interest awakened by Schlatter in the work of establishing schools among the Germans of Pennsylvania was not confined to the countries in which he first made known the destitution it was intended to relieve, but soon extended to England and Scotland, where a large fund was raised in behalf of the undertaking, the King, members of the Royal Family and sundry noblemen subscribing liberally. The better to carry into effect the purposes in view, an organization was formed and the plan adopted of establishing a system of free or charitable schools in Pennsylvania that would reach all the localities needing help. An account of this system has been given elsewhere. Schlatter was appointed to administer it, and for a time many of the schools previously established by the Reformed and Lutheran congregations received aid from the English fund and were placed under his supervision.

From the coming of Muhlenberg and Schlatter to the breaking out of the Revolutionary war, the German population increased with great rapidity, spreading out into all of what are now known as the

original German counties, and everywhere making themselves prosperous by industry and economy. As the old congregations grew stronger and new ones were formed, churches and schoolhouses were erected in large numbers, and the work of education, outside of that directed by Schlatter, began to look promising; and when, in 1763, the scheme of charitable schools came to an end



OLD GERMAN SCHOOLHOUSE, CHERRY STREET, PHILADELPHIA.

and the schools that had depended upon foreign contributions were thrown back upon the churches to which they belonged for support, it was happily found that the burden was no longer too great to be borne. Some facts will be given showing this improved condition of affairs.

In 1760, a schoolhouse was built by St. Michael's Church, Phila-

delphia, to accommodate the large school maintained by the congregation. Many children were taught gratuitously from the first, and, in 1789, the Legislature donated five thousand acres of land located in Tioga county, in aid of the "Poor School." A second schoolhouse in the Northern Liberties was erected in 1794. The Reformed Church in Philadelphia erected a schoolhouse in 1753-4. A part of the funds for the purpose was raised by a lottery; and, in 1789, the church received from the State five thousand acres of land for the support of a school for poor children. Parson Handschuch taught a Lutheran school in Germantown in 1753, and soon after was elected to a professorship in the Academy of Philadelphia. In 1754, a lottery was drawn for the benefit of the Germantown Lutheran Church, to purchase a lot of ground for the minister and schoolmaster, the minister to instruct the poor children. A lot was bought in 1760, and a schoolhouse was erected which still stands. A stone schoolhouse was built by the Lutherans, in 1759, at Barren Hill, twelve miles from Philadelphia. Religious services were held in it for several years.

In 1754, the Lutherans had built a schoolhouse in Bucks county, near the place where the old Bethlehem road crosses Tohicken creek. Prior to 1745, the members of Trinity church, Springfield, Bucks county, erected a schoolhouse and used it as a place of worship. Nicholas Korndoffer taught the parochial school at Boehm's church, Montgomery county, in 1776. The Lutherans built a schoolhouse at Pottstown in 1774. About 1750 a number of Reformed and Lutheran churches were erected in the northern sections of Bucks and Montgomery counties, and all are thought to have maintained schools.

Zeltenreich's Reformed church, Earl township, Lancaster county, was used as a schoolhouse for many years after its erection in 1746. The "Bergstrass" church, Ephrata township, Lancaster county, was built on land purchased for £2 10s, of George Wernes and his wife, in 1762. The land was to be held in trust "for the proper use and behoof of the members of the Lutheran congregation, for a schoolhouse and burying ground." Rev. William Stoy, the Reformed minister, taught the church school in Lancaster, in 1760. He had sixty pupils. The old log Lutheran church at New Holland, Lancaster county, which had probably been used as a schoolhouse from the first, was replaced by a new one in 1763. An Act of the Legislature, passed in 1767, provided "for raising

by way of lottery the sum of four hundred ninety-nine pounds and nineteen shillings, to be applied to the payment of the arrears of debt due for the building and finishing the German Lutheran church, Earl township, Lancaster county, and towards erecting and building a schoolhouse to the same church." In 1786, Pastor Melzheimer, of this church, started the project of establishing a German and English school. The Reformed congregation heartily joined in the good work, and was represented in the Board of Trustees. The money raised by subscription amounted to £109 10s. 9d., and additional contributions were made in building materials and labor. The house was dedicated December 26, 1787, "the scholars, singers, ministers, trustees, elders, church wardens of the German Lutheran and Calvinistic churches, and the members of these churches, and a number of persons, English and German, of other religious societies," numbering in all seven hundred, met at the parsonage and marched in an orderly procession to the schoolhouse, where services appropriate to the occasion, including a sermon and an oration, were held. The school thus established was maintained until 1838, when a public school was opened in the building. In 1857, the property was sold, but a considerable portion of the money received for it was invested, and the proceeds are now used to support schools when the public schools are not in operation.

There were Reformed and Lutheran schools in Reading about 1760. A schoolhouse near the Lutheran church was erected in 1765. John Nicholas Kurtz was stationed by Muhlenberg as the schoolmaster at Tulpehocken in 1747. A Reformed church was erected near Kutztown, Berks county, in 1755. There was a school connected with it. The church was subsequently removed to the town, a schoolhouse including a residence for the schoolmaster was built in 1804, and among the rules framed in 1789, are the following concerning the school: "That as the education of the young in Reading, Writing, and other branches is of the highest importance, there shall be built, as soon as possible, a schoolhouse; that the schoolhouse shall be located near to the church; that when built, there shall be elected a man who is not only competent to teach and to sing, but who also bears a good moral character; that the preachers, elders, and deacons, shall have a care that in the school prevails good order, that each child receives proper attention, and that no partiality be shown." It is estimated that in Berks county

alone, between 1740 and 1834, one hundred Reformed and Lutheran churches were erected; and if there was not a schoolhouse connected with each one of them, it was because the congregation was too small or too weak to provide it. The sentiment that church and school should be united was universal.

Settlements in Lynn, Weissenberg and other localities in Lehigh county, were made by Germans from the Palatinate as early as 1735. Churches and schools followed almost immediately, but of these few details have been obtained. Complaint is made that about 1760, the schools were much injured by the best schoolmasters becoming ministers, among them Miller, Roth, Michael and others, and the congregations could obtain the services of no competent persons to take their places. The school in connection with the Reformed and Lutheran church at Egypt, in Whitehall township, was among the oldest in the county. It is still in operation, and although now a public school, it continues to retain some of the features of an old church school. The schoolmaster, until within a few years, occupied the ancient glebe, lived with his family in the schoolhouse, and held the office of church organist. As late as 1850, says an old pupil, "the creed and the commandments were repeated every day. Much attention was given to the study of sacred music, and two afternoons in each week were devoted to the Catechism. Both the Reformed and Lutheran ministers were accustomed frequently to visit the school." Before 1750, there were schools connected with the Heidelberg and Ziegel churches, and before or about 1800, with the New Tripoli, Unionville, Weissenberg, Jacksonville, Lowhill, Friedens, Friedensville, and Shoenersville churches; and all these, like the school in connection with the Egypt church, were, until within a few years, church schools. The teachers of most of them still have the use of the church lands, occupy a part of the schoolhouse as a dwelling, and act as organists of the congregations. In the one at Heidelberg, the Catechism and Bible History are still taught, although the teacher is paid by the township. Probably the first house used exclusively for school purposes in Allentown was the old Zion Reformed church, converted into a schoolhouse in 1773.

A Lutheran congregation built a schoolhouse near Easton, probably as early as 1740, and opened a school with the church organist as teacher. In 1762, a building was purchased in the town for a church and schoolhouse.

In 1759, Charles Robateau, who was recommended by Muhlenberg as well qualified to teach German and English, proposed, by means of a lottery, to build a schoolhouse and dwelling for the schoolmaster and open a charity school in Lebanon; and, in addition to teaching youth in both languages, offered to perform services in the churches when ministers could not be had. An organization, near Annville, Lebanon county, called the "Berg Gemeinde" erected a church in 1744, and a few years later a schoolhouse. Kimmerling's Church, North Lebanon; Walmer's, East Hanover; the Reformed and Lutheran churches, at Shaefferstown, maintained parochial schools from an early day. St. John's Church, Fredericksburg, was erected in 1790, and a schoolhouse built on ground attached to it.

A Lutheran church was erected in York in 1744, and a Reformed soon afterwards. Schools were maintained by both. Ludwig Kraft taught the Reformed school in 1753-4. In 1747, Schlatter preached in a schoolhouse belonging to a Reformed congregation in Union township, Adams county. The Reformed and Lutherans of Harrisburg erected a schoolhouse and worshiped in it till 1788, when they erected a log church which in time became a schoolhouse. In Dauphin county, the Lutheran church at Hummelstown was used as a schoolhouse in 1790; Peter's Church established a school as early as 1800; Reiber's church and school were built in 1780, and a building at Dick's Gap was in ruins in 1815, which had long been used for both a church and a schoolhouse. John Shopp's old dwelling-house in Hampden township, near Shiremanstown, Cumberland county, was purchased by a Reformed congregation in 1797, and used for a schoolhouse and for religious meetings. It contained two apartments, one of which was occupied by the teacher as a residence. Somewhat remodeled, it is still used for school purposes. In Berlin, Somerset county, churches and schoolhouses were erected by the Reformed and Lutheran congregations about 1780. Lebanon church, Loysville, Perry county, built a large schoolhouse soon after 1794, in which the schoolmaster lived with his family. Similar schoolhouses were built, in 1806, by the Reformed and Lutheran congregations in Rebersberg, and, in 1789, by the Lutherans in Penn's Valley, Centre county. About 1800, school is known to have been kept in connection with the old Dreisbach church near Lewisburg.

As showing the relations between the old Reformed and Lutheran congregations and the schools under their control, and as setting

forth the duties of the schoolmasters of by-gone days, the following documents are of great interest. The first is an agreement between the congregation of the Reformed Church, in Lancaster, with John Hoffman, teacher.

It reads :

On this day, May 4th, 1747, I, the undersigned, John Hoffman, parochial teacher of the church at Lancaster, have promised in the presence of the congregation to serve as chorister, and as long as we have no pastor, to read sermons on Sunday. In summer, I promise to hold catechetical instruction with the young, as becomes a faithful teacher, and also to lead them in singing; and to attend to the clock. On the other hand, the congregation promises me an annual salary consisting of voluntary offerings from all the members of the church, to be written in a special register and arranged according to the amounts contributed, so that the teacher may be adequately compensated for his labor.

Furthermore, I have firmly and irrevocably agreed with the congregation on the aforesaid date that I will keep school on every working day during the entire year, as is the usual custom, and in such a manner as becomes a faithful teacher. In consideration thereof they promise me a free dwelling and four cords of wood, and have granted me the privilege of charging for each child that may come to school the sum of five shillings (I say 5 sh.) for three months, and for the whole year one pound (I write £1). I promise to enter upon my duties without fail, if alive and well, on the 24th of November, 1747.

This document is signed, sealed and witnessed.

In a Note to one of the Halle Reports, a synopsis is given of a contract between the Lutheran congregation at New Providence, Trappe, Montgomery county, and the schoolmaster. This contract was made about 1750, and provides :

That the schoolhouse shall always be in charge of a faithful Evangelical Lutheran schoolmaster, whose competency to teach Reading, Writing and Arithmetic, as also to play the organ (*Orgelschlagen*) and to use the English language, has been proved by the pastor; special regard being had at the same time, to the purity of his doctrine and his life. He shall be required to treat all his pupils with impartial fidelity, and to instruct the children of other denominations, and of the neighborhood generally. He shall not allow the children to use profane language either in or out of school; but shall carefully teach them how, both in church and in school, and in the presence of others and upon the highway, to conduct themselves in a Christian and upright manner, and 'not like the Indians.' He shall never permit either parents or employers to quarrel with him in the presence of the children; persons having complaints to make shall be referred, at once, to the pastor and vestry. He shall be allowed seven shillings and sixpence, and one-half bushel of grain every six months, for each scholar; in addition, he shall live in the schoolhouse free of rent, to which a piece of ground shall be attached, have the collections taken in the church on two of the chief festivals

of the year, together with other occasional perquisites. It shall be his duty also to enter a record of the baptized children in the books of the church.

In 1760, the Elders and Deacons of the Reformed Church, Philadelphia, adopted Regulations for the management of their Parochial school. They can be found in full in Dr. Van Horne's History.

The preamble sets forth that, "When well organized Christian congregations, for their upbuilding, establish schools, it is very important to have competent God-fearing men for teachers, that becoming order and propriety may be observed."

The accomplishments to be possessed by the schoolmaster are named as follows :

He must be qualified in Reading, Writing, Arithmetic, and Singing; and must undergo an examination in these branches.

He must be one that takes a lively interest in, and helps to build up the Christian Church; and must be also a God-fearing, virtuous man, and lead an exemplary life, and must himself be a lover of the Word of God, and be diligent in its use as much as possible, among the children of the school; and he must set a good example, especially before the young children, and must avoid exhibitions of anger.

He shall willingly and heartily seek to fulfill the duties obligatory upon him, with love to God and to the children; to the performance of which the Lord, their Maker, and Jesus, their Redeemer, have so strongly bound him.

Among his duties, the schoolmaster is enjoined to show no partiality among the children; to adapt himself to their various dispositions and gifts; to punish them without animosity or passion, and to refrain from all vexatious or abusive language. He is required to teach his pupils to read and write, to sing and to pray, and to live a godly life; and to give them instruction in the articles of the Reformed faith, the Ten Commandments, and select passages of the Scriptures. He is also required to recognize the pastor of the congregation as the superintendent of the school, and to acknowledge his authority; to conduct the church services in case of the pastor's absence or disability, and to act as fore-singer and organist.

The following provisions relate to the schoolmaster's salary: "Each child shall pay five shillings per quarter for tuition. But in case the parents are poor, the Elders may pay the schoolmaster three shillings out of the church treasury." "The schoolmaster has a right to all parts of the schoolhouse at his pleasure." "The congregation shall pay the schoolmaster a yearly salary of £8."

It is only just to add that all that has been said is but a fragment of the whole story. The period now under consideration extends more than a hundred years from the first German settlements. In

that time Reformed and Lutheran Germans had come to form the bulk of the population in one-third of all the counties in the State and had planted themselves in large numbers in many of the far parts of other sections. Wherever they found homes they built churches, and wherever they built churches they established schools. If they failed in either, it was on account of circumstances beyond their control. The scattered facts recited above, therefore, are simply examples of the more numerous facts of like nature which remain ungathered. The hope is entertained, however, that these will be sufficient to make known the deep interest in education by a people whose history in this respect has been either little learned or greatly misunderstood.

What has been said concerns mainly elementary education. It must be admitted, that the early Germans did not aspire to a high education for their children much beyond what is now taught in the lowest grade of primary schools. The full curriculum of nearly all the old church schools was Reading, Writing, the elements of Arithmetic, and religious instruction. To the latter all other learning was considered subordinate. But there were some at all times, and eventually many, who felt an interest in higher education. Something must be said of what was done by Reformed and Lutheran Germans in this regard.

It is the story of many centuries that Universities and Colleges generally owe their origin to the wants of the theological profession. The Reformed and Lutheran Churches in America did not assume a position of entire self-dependence for half a century more after their first organization, but continued to look to their mother churches in the Old World for a supply of ministers. They were sent at their call. Most of them were graduates of Heidelberg, and other German Universities, and as a body were distinguished for their learning. While thus served, the Pennsylvania congregations were content with the course of rudimentary instruction pursued in the church schools, without seeking, with slender means at their command, to establish higher institutions of learning for themselves. Some steps, however, were taken in this direction. An Academy or High School was opened in Germantown in September, 1761. A building for the school and a residence for the masters had been erected by the generous contributions of citizens. Prominent among the most liberal contributors and in the Board of Trustees were Germans. A German de-

ment was organized of which Hilarius Becker was master. Within a month after the school opened there were in this department seventy pupils and in the English department sixty-one. The first effort, in behalf of a higher education for the Germans, made in Philadelphia, was in 1773, by Pastor John Christian Kunze. With a single assistant, Leps, he opened the "German Seminary" with a somewhat pretentious course of study, including German and English, Geography, History, the Natural Sciences, Latin, Greek and French. Friends of the enterprise supported the Seminary with contributions, and it seems to have met with a good degree of success. It closed during the Revolutionary war. Doctors Helmuth and Schmidt established a private Seminary in 1785. Probably it was built on Pastor Kunze's foundation. For some twenty years, they continued to prepare candidates for the ministry.

Several German private schools existed, in Philadelphia, before the Revolutionary war. John Michael Enderlein opened one, in 1763; John Godfrey Richter, another, in 1764; and, in 1774, still another was opened by Jacob von Lahnen, who flatters himself that his well-known scholarship will bring him many applications.

Circumstances indicate that the Germans would have done more for higher education, had not the establishment of a College at Philadelphia upon a liberal basis, in whose curriculum the German language was made a prominent study, and in whose chairs German professors were invited to sit, promised them about all they could reasonably expect from a College of their own. Upon the establishment of the University, in 1779, further provision was made to meet the wants of German students. The Reformed and Lutheran ministers of Philadelphia became members of the Board of Trustees; at their instance, a special department was organized, in which preparatory instruction was given in the German language, and a professorship created to carry on this instruction in the same tongue throughout the whole University course. The action of the trustees of the University in making provision for teaching "the learned languages through the medium of the German," was formally ratified by the Legislature in 1785. Kunze was elected to fill the new chair and take charge of the German department; but called soon afterwards to fill a similar position in New York, he was succeeded by Helmuth. The hopes of the Germans in regard to this arrangement made for their benefit, are expressed by Rev. John Ludwig Schulze, in his preface to the Halle Reports, written in 1787. He

says: "A German Professor of Philology was established in the University, whose duty it was to give preliminary instructions in science and in the learned languages, by means of the German tongue. Those students who, having successfully passed through the course in the Academy, entered the University, pursued the study of Latin, Greek and Hebrew under his direction." He adds "This arrangement may be of great advantage to the cultivation of science in general, and specially to the interests of the Germans in America." The project, though at first promising success, did not succeed. The attendance of students in the German department, in 1785, was sixty, being in excess of the number of English students, in the corresponding department, in 1786, fifty-four; but in the following year it had strangely dwindled down to six. When at the height of its prosperity, the German boys held some public exercises which were attended by the authorities of the University, members of the Provincial Assembly and other distinguished persons, and gave great satisfaction to a crowded audience. There may have been other causes of the failure, but a potent one doubtless was the impracticability of carrying on, in different languages, two parallel courses of instruction in the same branches in one institution.

The "German Society of Pennsylvania" was founded in 1764. Its primary object was to look after and care for poor and distressed Germans. Upon its list of members were soon enrolled the names of many of the most learned, most public-spirited and most wealthy Germans of that day, in and around Philadelphia. In performing the duties the Society had voluntarily assumed, the subject of education must have frequently pressed itself upon the attention of the members, but nothing practical in this direction seems to have been attempted until about the time the Society was incorporated in 1781. At the annual meeting of 1780, the matter was brought forward, and a resolution passed "to send two boys who possess capacity to study and are recommended by German pastors, to the University at the expense of the Society." At this meeting also arrangements were made for obtaining a charter, in which one of the objects of the Society was stated to be to teach the poor children of Germans to read and write, both in German and English, and "to procure for them such learning and education as would best suit their genius and capacities, and enable them to pursue a course of study in the College of Philadelphia—likewise to establish a library." Prof.

Seidensticker, in his *History of the German Society*, calls attention to the fact that this educational movement on the part of the Society started at the same time the more liberal policy was adopted at the University which opened its doors to German students and to teaching in the German language; and he intimates that Dr. Kunze, who was at the head of the German department of the University, and also a prominent member of the Society, may have prompted the action in both cases, which appears to be too closely united to have been accidental. Even more suggestive is the fact that with the failure of the German department of the University, there came into existence Franklin College, in the city of Lancaster, a College for Germans, in a German community.

The benevolent purposes of the German Society were not disturbed by the change at the University. The plan of selecting boys and sending them to school and College was continued for many years. The number of beneficiaries was established at six in 1783, increased to eight in 1785; but in subsequent years there was a falling off in the number. Up to 1798 the boys were sent exclusively to the University, but after that time permission was granted them to enter other institutions. A few girls were provided for by sending them to suitable schools. The necessary school-books and mathematical instruments were furnished by the Society. A considerable annual stipend was at times granted to those who were preparing for the ministry. The Society has continued its good work down to the present time. Its library is very large and valuable—probably the richest in the country in German books. Since 1867, it has supported a system of very flourishing night-schools.

About the year 1780, a few gentlemen of Lancaster established a select school or an Academy in that city. This formed the nucleus of Franklin College, chartered by an Act of the Legislature in 1787, but it was by no means the controlling influence that secured its foundation. In design, in organization and in instruction, Franklin College was established for the Germans of Pennsylvania as a recognition of their worth as citizens and as a means of satisfying their educational necessities. The Preamble to the Act explains the object as follows: "Whereas, the citizens of this State of German birth or education, have eminently contributed, by their industry, economy, and public virtues, to raise the State to its present happiness and prosperity; And, whereas, a number of citizens of the above description, in conjunction with others, from a desire to in-

crease and perpetuate the blessings derived to them from the possession of property and a free government, have applied to this House for a charter of incorporation, and a donation of lands, for the purpose of establishing and endowing a College and Charity School, in the borough of Lancaster; And whereas, the preservation of the principles of the Christian religion, and of our Republican form of government in their purity, depend, under God, in a great measure, on the establishment and support of suitable places of education for the purpose of training up a succession of youth, who by being enabled fully to understand the grounds of both, may be led the more zealously to practice the one, and the more strenuously to defend the other. Therefore, etc." The several sections of the Act provided, among other things, that "the youth shall be taught in the German, English, Latin, Greek, and other learned languages, in Theology, in the useful arts, sciences, and literature;" that the Trustees should be chosen in fixed proportions from the Lutheran and Reformed Churches, and that the President of the institution should be alternately a Lutheran and a Reformed. The College was at first endowed with ten thousand acres of land, and a few years later it received as a donation from the State, the old military storehouse in Lancaster, and two lots of ground, estimated to be worth \$2,000. The College was opened in 1788, with Rev. Henry Ernest Muhlenberg, D. D., as President, Rev. W. Hendel, D. D., Vice-President, and two Professors, one of Mathematics and one of Latin and Greek. On the opening day there was a great procession, hymns were sung, and speeches were made in German and English. The following is the first stanza of an ode delivered on the occasion:

Hail, ye Banks of Conestogoe!
 Fertile, favor'd Region, hail!
 Chosen seat of Franklin College,
 Science never comes alone,
 Peace and Plenty,
 Heaven itself support her cause.

Though at times the College seemed to prosper, having as many as one hundred and twenty-five students, its general success was not great. It closed entirely in 1821, was restored to new life in 1839, and in 1850 became merged in what is now known as Franklin and Marshall College.

Franklin College was named in honor of Dr. Franklin, the largest

contributor to its funds, who traveled all the way from Philadelphia to Lancaster to assist in laying the corner-stone, and had taken a deep interest in the education of the Germans. Its corporate title, "German College and Charity School in the Borough of Lancaster," closely corresponded with that of the College in Philadelphia where the Germans had previously been educated. The same year, 1788, saw the German department of the University in Philadelphia closed, and the German College at Lancaster opened. Members of the German Society in Philadelphia who had taken the deepest interest in the education of the Germans, became Trustees of the institution at Lancaster. All these circumstances seem to point to the conclusion that Franklin College was the culmination of an effort begun long years before, in behalf of higher education among the Germans of Pennsylvania. It failed, doubtless because the time had not yet come when two strong denominations of Christians, differing in their religious tenets, could cordially unite in the support and management of an educational institution—especially in the support and management of one in which Theology, by a provision in its charter, was required to be taught

CHAPTER VIII.

PRIVATE EDUCATION IN EARLY DAYS.

THE CHURCH IN THE WORK OF EDUCATION. THE MORAVIANS. OTHER PLAIN, NON-RESISTANT GERMAN DENOMINATIONS: MENNONITES, AMISH, SCHWENCK-FELDERS, DUNKERS, SEVENTH-DAY BAPTISTS, ECONOMITES OR SEPARATISTS

THE Moravian Brethren, both in the old world and the new, have been greatly distinguished for their efforts in behalf of education. From the founding of the Church by the followers of the Bohemian reformer, John Huss, in 1457, down to the present day, no other religious organization, in proportion to membership, has done so much either to provide a good education for its own children or to plant schools among the heathen in different quarters of the globe. In the beginning the children of the small and scattered congregations were collected for instruction into the houses of the ministers; next came the peculiar church schools of the Moravian communities, in which children from infancy were boarded and cared for as well as instructed, and, finally, the system was perfected by the establishment of Colleges and Theological Seminaries. The schools were at first designed exclusively for the children of Moravian families; but, in the course of years, attracted by their excellence, many not members of the church made application for admission and were received. The early movements of the Brethren in the work of establishing schools were characterized by great zeal, and out of this activity sprang several noted writers on educational subjects, among them the celebrated John Amos Comenius, the forerunner of Basedow, Pestalozzi and Froebel, and the author of many of the reforms that have been introduced into modern methods of teaching. Comenius began his educational career by teaching a school for the Moravians, at Prerau, Moravia, and subsequently became a preacher and a bishop, among the Brethren. His pedagogical works were numerous and full of new ideas respecting the proper methods for educating the young. His "*Didactica Magna*" and his "*Novissima Linguarum Methodus*" are the mine from which much that is claimed as original by more modern educational writers has

been gathered; but his best-known literary production is the "*Orbis Pictus*," published in 1657, still in some places a favorite book for children, and the first attempt, it is believed, to compile a system of "object lessons" to be used in the work of primary instruction. The words of each lesson were illustrated by pictures, the special object of which was "to bring the chief things of the world, and of men's actions in their way of living, directly into the domain of the perceptive faculties." Such was the reputation of Comenius, that he received invitations, both from England and Sweden, to take up his residence in those countries and direct the work of reforming education. Overtures were also made to him to come to America and accept the presidency of Harvard College, or, in the quaint language of Cotton Mather, "to come over into New England and illuminate this Colledge and Country in the Quality of President;" but, owing to the solicitations of the Swedish Ambassador, the "Incomparable Moravian became not an American."

The terrible cruelties arising from the contending parties and sects that convulsed all Central Europe with their strife during the first half of the seventeenth century almost annihilated the peace-loving Moravians, and for a hundred years the Church remained a "hidden seed" showing few signs of life. In 1722, a little band of the long-lost Brethren came together and settled at Herrnhut, Saxony, on the estate of Count Zinzendorf, who offered them protection; and, true to the principles of the ancient church of which they were the remnants, in less than two years, and before providing themselves with a place of worship, they laid the corner-stone of a schoolhouse. As congregations of the "Renewed Church" multiplied, the old educational spirit was revived, and as soon as possible there came into existence schools of all grades in their home communities, and schools for their converts in foreign countries wherever their missions were planted.

It was as missionaries to the Creek Indians, in Georgia, that the first Moravians came to America, in 1735. Here they commenced preaching and teaching, but their settlements were broken up, in 1739, by the contest between England and Spain for the possession of the country. Attracted by the liberal principles of the Proprietor, they fled to Pennsylvania, under the lead of Peter Boehler, a graduate of the University of Jena, and a man of great learning and exalted piety, and for a short time were quartered in the houses of their countrymen in and around Germantown. On board the sloop

Savannah, on which they came from Georgia, was the celebrated Methodist preacher, George Whitefield. During the voyage, Whitefield proposed to Seward, his financial agent, to go to England, for the purpose, among others, of collecting "subscriptions for a negro school in Pennsylvania," where he said he intended to take up land to establish such an institution. Soon after reaching Philadelphia, a tract of five thousand acres located in the forks of the Delaware, and now constituting Upper Nazareth township, Northampton county, was purchased, and plans made for the contemplated school. This domain was known as the "Barony of Nazareth," and had the right of holding Court Baron, the only manor in the State that ever possessed the privilege. It was then, and is now held, on the condition of paying, if demanded, a red rose in June of each year forever.

Doubtless, during the long voyage of twelve days from Savannah to Philadelphia, the project of the Negro School was spoken of before the Moravian Brethren, possibly discussed with them. Certain it is, that within ten days after their arrival at Philadelphia, the land was purchased as stated, and an agreement entered into with Peter Boehler and his band of Brethren to build the school-house. On the thirtieth day of May, 1740, the Brethren, consisting of eleven persons, of whom two were women and three boys, one of the latter being David Zeisberger, afterwards the distinguished missionary, encamped on the tract, constructed some rude huts for shelter, and almost immediately commenced work on the building designed for the school, a building which still stands, and is appropriately used as a "Missionary Home," and as a place for the meetings and collections of the Moravian Historical Society. Thus, the Moravians settled in Pennsylvania. In the spring of 1741, they bought five hundred acres of land for themselves, where Bethlehem now stands; two years afterwards the Whitefield tract came into their hands, and branch colonies were settled at several points near Nazareth and Bethlehem, and at Litiz, Lancaster county, and elsewhere, and they entered upon a career, honorable to them in all respects, but of which little can be said here except so far as concerns the interests of education.

Before speaking in any detail of what the Moravians have done for education in Pennsylvania, it may be well to give some explanation of the peculiar features of their early church organization which has had much to do in shaping their educational policy. As was

Their custom in Europe, for more than twenty years after their arrival in Pennsylvania, the Moravians in their different settlements constituted a body politic without individual interests, an "Economy," each member of the community agreeing to live and labor as one of a family, receiving in return the necessaries of life, instruction for his children, attendance when sick, and support in poverty and old age. The surrender of personal property was not required; but the Society owned all the real estate, and received into its treasury the product of the combined labor of the community. In all this there was no selfish purpose, for the whole profit went, not to enrich the corporation or to constitute a fund for future division among individuals, but to carry on the work of the Church. This explains how the money was raised to enable the Brethren to carry on their vast scheme of missionary work, and why there were connected with the early Moravian settlements Brothers' Houses, Sisters' Houses, Nurseries for Infants, Boarding Schools for Youth, etc. Parents placed their children in the Nurseries at the age of one or two years, and here they were fed, clothed, instructed, and cared for at the common expense, and by officers selected to perform this duty by the congregations. When a child arrived at a certain age, he was transferred to a higher department, called a "Boarding School," and there received further instruction suited to his requirements. This plan of bringing up children, whatever objections may be made to it on other accounts, was admirably calculated to develop talent for teaching, and to evolve sound principles and correct methods of instruction. The Nursery feature of the early Moravian Economy was soon abandoned in this country; but in its place many congregations established Parochial Schools similar to those of other churches, but including departments for infants. The teaching of the primary classes continued to be in advance of the age, being conducted somewhat after the methods of the Kindergarten, the object being "to employ the little ones with short, easy lessons, and to awaken their faculties." The "Boarding Schools" were continued, but they underwent some change, and eventually became Boarding Schools in the usual sense of the term, opening their doors to all applicants of suitable age and acquirements. Throughout their whole history, the Moravians have been distinguished for their labors in the missionary field, and it is a fact worthy of note that the Brethren selected for this service have generally been teachers as well as preachers, and seem to have

relied as an agent in their good work quite as much upon the school as upon the church. Indeed, not unfrequently in commencing operations in heathen lands, they reversed the common order and began with a school.

The first Moravian school in Pennsylvania, or in this country, was a "Boarding School" opened at Germantown, in Bechtel's house, then occupied by Count Zinzendorf, in the spring of 1742. This was done in accordance with a resolution adopted by the Germantown Moravians, on the seventeenth of April, "To commence a school in Germantown on the model of the Brethren's schools in Germany." On the fourteenth of May following, the school was opened by Zinzendorf, who had previously invited, in a printed circular, parents interested in the subject, those especially "who desire to see their children better cared for without hindrance to their domestic affairs," to consult with him concerning the matter, with twenty-five girls, his daughter, the Countess Benigna, then only sixteen years of age, being one of the teachers. The location of the school seems to have been changed in 1746. A year later there were fifty children in attendance, boys and girls, more than one-half of them being boarders, including two Mohegan Indian girls. There were pupils from Philadelphia, New York, Lancaster and other places. Among the rules were the following: "Parents are desired not to visit their children frequently, as it does them no good; parents are desired not to give their children expensive presents, and thus avoid dissatisfaction; the children are to attend meetings Sunday morning and afternoon." Other similar schools were soon after established in the neighboring counties.

A "Boarding School" was opened in the "stone house," Nazareth, designed for Whitefield's Negro School, on the twenty-eighth of March, 1745, with eighteen pupils. By the following year the number of pupils had increased to twenty-eight, among whom were Beata, Quatsch'l, Martha, Little Dove, Mary Spangenberg, an adopted daughter of Bishop Spangenberg, and Sarah, Indians. In 1749, the infants under the care of the Church, fifty-six in number, were taken from the Nursery at Bethlehem, which had been established several years previously, and provided with accommodations at Nazareth, in the same building occupied by the "Boarding School," the older children remaining under instruction at Bethlehem. The breaking out of the Indian war, in 1755, caused the removal of all the Nazareth children to Bethlehem, but they

returned the next year. A distinct Boarding School for girls was opened at Bethlehem in 1749 with sixteen pupils, mostly the daughters of missionaries, ministers and Brethren living at a distance. In 1759, the "little girls" were taken back to Bethlehem, and, with the older girls already under instruction there, constituted, without doubt, the foundation of the Seminary for Young Ladies at that place, which has had so long and so successful a career. The boys remained at Nazareth, and this little acorn in good time developed into the great oak of Nazareth Hall.

The first building in Bethlehem, erected specially for a school-house, was commenced in 1745 and finished the next year. It was two stories high, with a door and two windows on the first story, and three windows on the second. Nothing could be more plain, but how great the work that was begun in it!

Acrelius, the well-known Swedish minister, who visited Bethlehem in 1753, gives the following account of what he saw connected with the schools. He speaks of having been kindly received and entertained by Benzien, the Brethren's secretary, and adds: "After our meal we made our way up to Bethlehem. It was two o'clock, and the children were assembled in the church. They came two and two together holding each other's hands, the boys and girls through different doors. The boys were divided between seven or eight masters, each of whom had hold of a boy's hand as they were going. Without doubt, these boys were especially recommended before all the others. The girls came in like manner with their mistresses. Among the boys were two mulatto children and an Indian. The dress of the children had nothing special about it, except that the girls had the same kind of caps as those of the women already mentioned, with green ribbons under the chin. Their mistresses had red ribbons. The number of boys and girls was about equal, altogether one hundred and forty-four. In that meeting none of the congregation were present except the children and the teachers." And further: "Benzien said that they had a house for women who were lying-in, where they staid with the children as long as they were at the breast. After that the children were taken to Nazareth and remained in the Children House until they are brought back to Bethlehem again, as we had seen that day. The man who read the song for them in the church is called the 'Father of the children in Nazareth.' He has oversight of their treatment. In Bethlehem they are under the care of the masters and mistresses as we saw."

In addition to the schools at Bethlehem and Nazareth there was a school for boys at Frederickstown, now Montgomery county, for Loskiel says, "In 1749, thirteen Indian boys, educated in the schools at Bethlehem, Nazareth and Frederickstown, were with a negro boy baptized."


A school was established by the Moravians, at Oley, Berks county, as early, it is thought, as 1742. It was evidently intended for a "Boarding School" as the second school building, begun in 1748, was forty-one feet square and three stories high, and built on a lot containing sixteen acres. In an upper story there was a hall for public worship. At the time of the erection of this building thirty-eight children were in attendance. Another schoolhouse was erected at Manguntsche, now Emmaus, in Lehigh county, in 1746, and the next year Christian Heyne and Mary Heyne entered upon their duty as teachers.

Bishop Spangenberg organized a congregation of Moravians at Lancaster, in 1745, and a year later a church and a schoolhouse were built at the corner of Orange and Market streets. Nixdorf was the first teacher. The schoolhouse was used as a parsonage until 1849 and is still standing. The Moravians built a schoolhouse at Muddy Creek, near Reamstown, Lancaster county, in 1745. The teachers used a part of the schoolhouse as a dwelling, and in the absence of a regular minister, sometimes, on Sundays, gave religious instruction to the people of the neighborhood. About 1744, a Moravian church and schoolhouse were erected near Milton Grove, Mount Joy township, Lancaster county. Here a kind of Sunday-school was established by one of the earliest pastors, Rev. Jacob Lishey, who "was accustomed to meet the youth of his congregation on the Sabbath, not merely for catechetical exercise, but for recitation from the Bible, accompanied with familiar instruction suited to the capacities of the young. In this exercise he was often assisted by members of the church." The venerable church still stands. Other schools were established about the same time at York, Lebanon, Heidelberg, Mühlbach, and most likely elsewhere, for it was an essential feature of the policy of the two great leaders of the early Moravians in Pennsylvania, Zinzendorf and Spangenberg, to establish schools wherever they organized a congregation or posted a preaching station. In the outskirts of Lebanon, an old stone building still stands which was used in 1750, and for many years thereafter as a dwelling house, a schoolhouse and a church. In 1761,

and most likely earlier, the Moravians had a school in connection with the church in Philadelphia.

A building was erected by the Moravians, in 1747, on three and three-quarters acres of land, given by George Kline, in Warwick township, near Litiz, Lancaster county, for the purposes of a dwelling, a church and a schoolhouse. Rev. Leonhard Schnell, in 1748, lived in it, preached and taught school. His pupils at first numbered seven, four boys and three girls. In 1754, Mr. Kline donated his fine farm of more than six hundred acres for the purpose of organizing a religious establishment like that at Bethlehem, and soon thereafter, Litiz was founded. The building already erected for a church and school was removed to the village, and long served as a schoolhouse for children who did not belong to the Society and as a dwelling for the master. The Brethren provided schools for their own children separately, using for the purpose apartments in the Brothers' and Sisters' Houses; and these no doubt were the beginning of the excellent institutions that have made the name of Litiz known as an educational centre throughout the whole country. A writer, speaking from personal knowledge of the school in the Brothers' house, says: "In the room in which the boys resided, there were generally three overseers, whose duty it was to guard their morals, and guide them in the path of virtue and religion, go with them to church, and, during the winter season, to devote three evenings in the week to instructing them in useful knowledge. These boys were partly employed in the town, and partly in the House, in learning various mechanical trades. In the rear of the building there are several houses, which were formerly occupied as shops for cabinet makers, chair makers, weavers, etc. The shoemakers and tailors had their shops in the house. There also belonged to it a very extensive farm, on which a number were employed." Thus, it appears that these old Moravian Brethren solved practically, more than a century ago, the question of industrial education, so much of a puzzle to modern educators.

The three schools of a higher order in Pennsylvania now controlled by the Moravian Church, not including the College to be hereafter spoken of, are Nazareth Hall, Nazareth, the Seminary for Young Ladies, Bethlehem, and Linden Hall, Litiz, the two former opened on their present foundation in 1785, and the latter in 1794. All of them are primarily designed to educate youth for the Brethren's congregations, but the children of other denominations



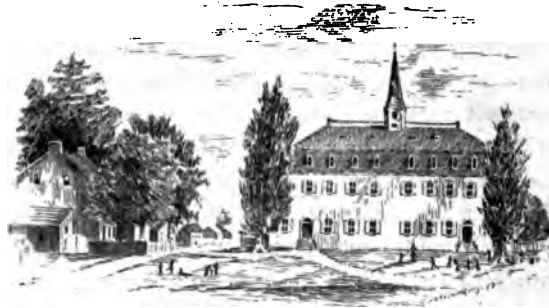
are admitted to their privileges. Their general direction is in the hands of the Church, and the Church selects their Principals and teachers. The original family feature of the schools is still preserved, and the pupils are constantly under inspection, "not only in school hours, but at all other times." The following from the regulations of the Seminary at Bethlehem, adopted in 1788, will show the spirit in which these old institutions were conducted in the early days:

As we have no servants to wait on our children, and we deem it well for young persons to learn to wait on themselves, one of our daughters from each room is appointed daily to sweep the room, dust the tables, and see to the proper disposition of the desks and chairs. After breakfast, each pupil attends in person to making her bed, and the different companies repair to their respective dormitories in company with their tutoresses.

At eight o'clock the bell rings for school, and it is expected that the pupils have in readiness betimes what they need for recitation—that they repair quietly to their classes, take their allotted seats, and, rather than indulge in noise and idle talk, silently implore God's blessing and aid, so that they may engage with pleasure and profit in the duties before them.

After school your tutoresses will always do you the pleasure of accompanying you to walk, on which occasion you should leave the premises quietly and, while in the streets, manifest, by your whole deportment, respect for the quiet of the place, whereby you will win the esteem of the residents and credit to those who are concerned in your training.

I hope all our daughters regularly engage in evening devotions before retiring for the day, and, after these, in a composed and serious frame of mind, commit themselves to the safe-keeping of God.



NAZARETH HALL, 1785.

Nazareth Hall was originally designed as a residence for Count Zinzendorf, but was never occupied by him as such. School has been kept in it almost from the time of its erection. In 1759, it was a "Boarding School" with about ninety children; in 1764, it became a church school in which "were to be educated not only skillful

mechanics, but also assistants in the work of the Lord," and had at one time an attendance of over a hundred pupils with sixteen teachers; in 1779, it closed and remained closed for several years. The school under its present form of organization began, in 1785, with two teachers and eleven pupils; but this number was soon largely increased, and, up to 1876, upwards of three thousand young men had been educated within its walls. In 1807, a Theological and a Normal department were added to the school; the former has been discontinued, but those desiring it can still receive such instruction as is deemed best to fit them for the profession of teaching. The Hall has been remodeled to suit its modern requirements and additions have been made to it as needed, so that the whole, fronting a beautiful lawn, now presents quite an imposing and attractive appearance. A farm of forty acres belongs to the institution, and it possesses valuable libraries and a fine collection of philosophical apparatus.

The Seminary at Bethlehem took the place of the preëxisting "Boarding School" for girls, established in 1749. On its old foundation it was open only to the daughters of Moravians; in 1785, provision was made for admitting all who were found qualified, without regard to sect. But whether dating from 1749 or 1785, this Seminary was one of the very first institutions of the kind in America. Like its twin brother, the Hall at Nazareth, its beginnings were small, "five of the inmates of the former institution and fifteen day scholars, in charge of three tutoresses, constituted the whole household." Only two non-Moravian pupils entered the first year. The school was opened in a plain, old structure, built in 1742. The charge for boarding and common schooling, in 1790, was £20 Pennsylvania currency per annum. Beds and bedding, knives and forks, coffee, sugar and tea were not included in this charge. By "common schooling" was meant instruction in "Reading Writing, Grammar, History, Geography, Arithmetic, plain sewing and knitting." Special days were set apart for spinning and weaving. A piece of needle-work made by the young ladies and presented, in 1826, to the wife of the President of the United States, Mrs. John Quincy Adams, was complimented by that highly cultivated lady as being a work "in which the purest taste and neatest execution are conspicuous." In 1815, the institution was removed to the present site, a four-storied building, built in 1748 for the "Single Brethren's Economy." In connection with it were purchased six acres of

ground, a part of which now constitutes the beautiful park and pleasure-grounds of the Seminary. Extensive additions have been made to the buildings from time to time, and while care has been taken to preserve the old with its inspiring associations and traditions, the new has been fitted up with all the conveniences and taste of modern public buildings. The school will complete the first hundred years of its existence with the proud record of more than seven thousand students on its rolls.



MORAVIAN SEMINARY, BETHLEHEM, 1749.

At its opening, in 1794, Linden Hall, at Litiz, occupied apartments in connection with the Sisters' House. In 1804, a large additional building was erected. Attached to it there is a pleasant playground. The school is well equipped with libraries and apparatus. The full course of study conforms to the standard adopted by Harvard University in its "Preliminary Examinations for Women." Music, Plain and Ornamental Needle-work, Drawing and Painting, are specialties. Up to the present time there has been an attendance of over six thousand pupils. As in other Moravian Boarding Schools, "The pupils and teachers of the Seminary constitute one household, at the head of which stand the Principal and his wife. The pupils are divided, mainly according to age, into smaller families or 'Rooms,' numbering usually about thirteen, over each of which two teachers preside. For purposes of companionship, assistance and control, one of these teachers is always present in the room, and she accompanies her charge in their daily walks, to meals, and to chapel and church. The teachers sleep in the same dormitory with the pupils."

In 1815, John Beck, who had previously followed the trade of a blacksmith, was induced by some who discerned his hidden fitness for the place, to take charge of the village school at Litiz. With comparatively little acquired learning to start with, he soon proved himself a born teacher, and achieved great success in his profession. His school first became very popular at home, and soon pupils began to come to it from abroad. The old house was exchanged for a new one. This was speedily filled to overflowing by pupils from many States; then the use of the large Brothers' House was obtained, and in these buildings there was conducted, under the supervision of Mr. Beck, for more than fifty years, one of the most remarkable schools ever established in Pennsylvania. Not specially distinguished for breadth in its course of study or thoroughness in its methods of instruction, its high moral tone, and the inspiration of its teaching, gave it a wide reputation as one of the best schools in the country for the education of boys. It was never under Church control, but it was carried on in conformity with the spirit and method of the Moravian schools.

Some account will be given elsewhere of the schools for Indians established by the Moravian missions.

OTHER PLAIN, NON-RESISTANT GERMAN DENOMINATIONS.

Contemporary with the Moravians, and similar to them in many respects, with roots like theirs extending back to the time of the Waldenses and the Hussites, there grew up during the sixteenth and seventeenth centuries, among the German-speaking people of Europe, a number of small sects and loosely-organized bodies of individuals, who differed in their religious views not only from the Catholics, but from the leaders of the Reformation, Luther, Melancthon, Zwinglius, and Calvin. Among them were extremists, disposed to break loose from all restraints either of Church or State and to be a law unto themselves; to trample under their feet religious forms, ceremonies and doctrines till then considered sacred, and civil institutions previously thought to be essential to the very existence of society; and to set up independently communities of saints or holy men, after the manner, as they claimed, of the primitive Christians. These were the religious nihilists of the day, a natural result of the reaction of the individual human will against the centralized power and unlimited prerogatives of the Roman hierarchy. A slave unfettered is apt to abuse his liberty. But the

greater portion of the people of whom we speak were far from being wild fanatics. They were right-minded, sober, sincere, and honest—the very salt of the age in which they lived. Broken up as to the old religious life and faith by the wonderful revolution that had swept and was still sweeping over all eastern and central Europe, they could not find that rest and peace which their souls craved in the new doctrines of Luther and his co-workers in the great reformation. They sought a less formal and more spiritual faith. They accepted the Bible as the Word of God, but they claimed the right to interpret it by the inner light of God's Spirit; they believed in Jesus Christ as the Son of God and Saviour of men, but they looked upon the common doctrine relating to the origin of his human nature as derogatory to his divine character; they sought a Church whose members, introduced voluntarily by the solemn rite of baptism, should be without exception mature Christians, conscious of their high responsibilities; they were opposed to a union of Church and State, would not engage in war, go to law, hold a civil office, or take an oath; they dressed and lived in the plainest manner, and were disposed to have little intercourse with the outside world, and not to hold all property in common. These words describe the general characteristics: they differed among themselves, and presented for many years the remarkable phenomenon of a multitude of sects, larger and smaller, with names; and a number of unorganized fragmentary bodies without them.

Strange as it may seem, these peaceful Christians and law-abiding citizens were dreadfully persecuted. Their property was confiscated; bodies of their men, women, and children, were driven from country to country like wild beasts; multitudes innocent of anything which could be called an offence at this day, were imprisoned and tortured in the most cruel manner, hanged, drowned and burned at the stake. Their "Book of Martyrs" is a record of cruel sufferings scarcely exceeded by the dreadful deeds of the Inquisition. The sufferings endured by the Pilgrim Fathers, and even by the followers of Fox and Penn, seem insignificant in comparison. And a strange part of the story is that they suffered by the hands of Protestants as well as by the hands of Catholics, the Spaniards in the Netherlands treating them with scarcely more severity than the Calvinists in Switzerland or the Lutherans in parts of Germany; this sad tale must be left to be told by others.

Earlier in origin than the Friends, but much like them in doctrine

and mode of life, born in similar circumstances, it was natural, when these plain, non-resistant German Christians were made acquainted with the settlement of Pennsylvania and with the privilege there granted to all denominations of worshiping God in their own way without hindrance, that they should seek homes and the peace they longed for in the Promised Land of the new world. Besides, Penn himself, who with other Quaker ministers had visited Holland and Germany, preached in their meeting-houses and held social intercourse with some of them at their homes, gave them a special invitation to settle on his lands in America.

The first comers were Dutch or German Quakers, many of them doubtless originally Mennonites, who, under the lead of Pastorius, settled at Germantown. These were soon followed by Mennonites, who constituted one-half of the first purchasers of land in that vicinity, Amish, Schwenckfelders, Dunkers, and a number of smaller sects of like peculiarities who were called by other names. In time their descendants greatly increased and spread out into many parts of the State. No history of education in Pennsylvania could be complete without some account of what was done by this interesting element of the population.

The founders of the religious denominations of which we are speaking and many of the leaders among their members forming settlements in this country, were men who had been liberally educated. Pastorius was made a Doctor of Laws at Nuremberg in 1676, and was master of the principal ancient and modern languages. His friends, the mystic hermits, Kelpius and Seelig, were scarcely less learned than himself. Daniel Falkner had a taste for learning as well as a talent for business, and Christian Lehman was a mathematician and an astronomer, in spite of the superstitious notion he entertained that he was also a "diviner" and could "cast nativities." Menno Simon was a learned Catholic priest before he became the founder of the plain sect that bears his name; Dr. Galenus Abrahams de Haan, of Amsterdam, eminent alike for his learning, his piety and his benevolence, was a Mennonite preacher from 1648 to 1706; and the first Mennonite preachers in this country, Willem Rittinghausen, Peter Kolb, Jacob Telner, Jacob Gaetschalck, Heinrich Funk, Dielman Kolb, Yilles Kassel and others, seem to have been well educated and men of consequence as well as pious Christians. The first named built, in 1690, on a branch of the Wissahickon Creek, the first paper mill in America, and from his

family descended David Rittenhouse, the noted Pennsylvania astronomer; and Heinrich Funk and Dielman Kolb superintendent translation and publication of the "Blutige Schau-Platz," or *Mirror*, at Ephrata. Alexander Mack, the most prominent of the founders of the Dunkers, who came to Pennsylvania it appears to have been a man of learning and ability, as was a son Alexander. Not less distinguished for these qualities was Becker, who led about twenty families of the Dunker Brethren to Pennsylvania in 1719. Conrad Beissel, the founder of the colony of Seventh-Day Baptists at Ephrata, was educated at the university of Halle, and his successor in its leadership, Peter, was a very learned man and became a member of the American Philosophical Society, at Philadelphia. Gaspar de Schwehen, after whom the Schwenkfelders take their name, born a nobleman, was liberally educated according to his rank. His followers were men of more than average intelligence. Indeed, it is only to be said that among all these plain people in the early days there were many who concealed under their simple dress and mannerly exterior the scholarly attainments of no ordinary character.

But notwithstanding there were highly educated men among the founders and earlier members of the plain German denominations here spoken of, the fact remains that as denominations that settled in Pennsylvania have been characterized by their opposition to higher education—in some cases by determined and bitter opposition. This opposition never extended to elementary education; a few grown persons could be found among them at any time who could not read, and the men of every period, almost without exception, if not the women, could write and keep accounts. It is scarcely an instance of a German, of either sex, in Pennsylvania who says Dr. Rush, in his "Manners of the Pennsylvania Germans," written in 1789, "that cannot read; but many of the wives and daughters of the German farmers cannot write." Children were sometimes taught at home by their parents, but generally they were either opened in connection with the churches, or the sectarian neighborhood schools were patronized. Sufficient facts may be given further on to show that in this elementary form of education was no more neglected by this class of German settlers than by others of different denominations; and when neglected, not for the reason grew out of a desire to remain in ignorance.

The principal grounds upon which they based their opposition to higher education are the following:

The institutions of learning with which they had been acquainted in the Old World were either under State or Church control. They looked upon them as political or ecclesiastical agencies. They had good reason to fear both. Learned men from these institutions had been their most bitter enemies, and had in many cases led in the merciless persecution so long waged against them; and having escaped beyond the reach of their anger, they wished to live simple, peaceful lives, as far away as possible from what they supposed to be one of the causes of their sufferings.

They discarded the Theological school, and consequently the College as an auxiliary to it. These might aid in the interpretation of the dead letter of the Scriptures, but their thirst was for the fresh fountain that flows from the ever-living Spirit of God in the human soul. If fishermen, Peter and Andrew, James and John, could leave their nets on the sea of Galilee at the command of their Master, seventeen hundred years before, to become "fishers of men," they thought plain men in their day, without artificial help, might answer the sacred call to preach the Gospel.

Higher learning, as it had appeared to them, was full of worldliness, of pride, of boasting, of formalism in religion, as well as of bigotry and persecution, and they deemed it an obstacle in the way of the simple life they desired to live, and as calculated to disturb the quiet of that childlike trust in God which they earnestly sought. That in particular individuals learning might exist in connection with the highest type of religion, as in the case of St. Paul, they did not deny; but their experience with learned men had been that of the primitive Christians with St. Paul before his conversion, not afterwards, and they were afraid of them. Indeed, guided in divine things, as they thought, by the direct light of the Holy Spirit, the wisdom of this world seemed like a mere will o' the wisp, misleading while it lasts and finally dissolving in darkness. Of what value, they inquired, are the uncertainties of human knowledge compared with God's highest and holiest truth, which comes down from Heaven to the waiting soul like a flash of light?

Let it be admitted that in all this, these simple-hearted Christians mistook the abuse of learning for its use; but he who will take the pains to understand their history and their faith will cease to wonder at the position they assumed, much less blame them for it. The day came when their views on the subject underwent a change, and time alone is now wanting to enable them to see clearly that what-

ever God could in his wisdom create, his creatures may study with profit, that he may be found and worshiped as well in his works as in his Word, and the highest duty of a human being is to fit both mind and soul for usefulness here as well as for happiness hereafter.

THE MENNONITES.

A little colony of twenty-five Mennonites, from Amsterdam, settled at Horekill, on Delaware Bay, in the year 1662, twenty years before the coming of Penn. Two years later the settlement was completely broken up by the English under Sir Robert Carr. Nothing is known of the fate of the colonists, with a single exception. In 1694, there came to the Mennonites at Germantown, an old blind man accompanied by his wife. They had been wandering in the American wilderness for thirty years. The Brethren gave them a lot of ground and built them a house upon it, that their latter days might be days of peace. The man's name was Cornelis Ploochoy, the leader of the Mennonite colony at Horekill.

Upon the invitation of Penn, Mennonites from Holland and Germany settled at Germantown, in 1683. They were soon joined to others, many of whom received assistance in coming to Pennsylvania from their own Brethren in Holland, and considerable numbers were aided by the Society of Friends both in England and America. The first comers received the allotment of the land purchased on their behalf, and, with their friends, the Dutch and German Quakers immediately commenced the work of digging cellars and building huts. They no doubt had religious exercises from the first in some quiet, unostentatious manner, of which history has no record; but in 1706, they erected a small log meeting-house, which was also used as a schoolhouse. That they were not indifferent at that early day to the education of their children or to the injunction thereof of their founder, Menno Simon, appears from a letter to the Brethren in Amsterdam, dated September 3, 1708, and signed by Jacob Gaetschalck, Harmen Karsdorp, Martin Kolb, Isaac Van Sintern and Conradt Jansen, presenting a loving and friendly request for "some Catechisms for the children and little Testament for the young." In 1740, the school was taught by Christoph Dock.

In 1702, a settlement of Mennonites was begun at Skippack Perkiomen township, Montgomery county. Over six thousand acres of land in that neighborhood had been purchased by Matthi

Van Bebber, a wealthy Mennonite, who gave one hundred acres for a Mennonite meeting-house. The meeting-house was erected in 1725. Connected with it there was a noted school long taught by Christopher Dock, "the pious schoolmaster of the Skippack." Dock is the author of the first book relating to the management of schools published in this country. His work was printed by Sower, at Germantown, 1770. Dock was a Mennonite who came to Pennsylvania in 1714. He probably commenced teaching school among the Mennonites on the Skippack soon after his arrival, certainly as early as 1718. After teaching ten years, he bought a farm; but as a farmer he felt himself out of the line of his duty, and returned to the school room, where he remained to the end of his days—where, indeed, he died; for remaining one evening, after dismissing his school, to pray, as was his custom, he was found dead upon his knees.

Branching out from the settlements at Germantown and along the Skippack, the Mennonites scattered into the adjoining counties, and wherever they went they built churches and established schools. Before 1740, the Mennonites established a school in Upper Hanover, Montgomery county; and there are records showing that about the same time they erected buildings for church and school purposes in Lehigh county, one between Coopersburg and Centre Valley, and the other in Upper Milford. The latter was built of logs and divided into two apartments by a swinging partition suspended from the ceiling. One apartment was used for religious meetings and the other for a school. If the occasion required it, both could be thrown together. The Mennonites of Bedminister, Bucks county, built a stone meeting-house in 1776, and opened a school in it. A little later there was a school connected with the Mennonite meeting-house in Schuylkill township, Chester county. Towards the close of the last century, the American Mennonites informed the publisher of the "Name Lists of the Mennonite Preachers," in Holland, that they then had distinct communities at, as they named them, Mateschen, Indian Creek, Plain, Salford, Rockhill, Schwanin, Deep Run, Perkasio, Aufrieds, Great Swamp, Saucon, Lower Milford, with two meeting-houses, Hosensak, Lehigh, Term and Schuylkill,—all offshoots probably of the parent communities at Germantown and Skippack. Whether all these communities supported schools of their own, or whether they joined with their neighbors in the support of common schools, cannot now be ascer-

tained. It is known, however, that there was a Mennonite school at Saucon, Lehigh county, as early as 1745, and one at Salford, Montgomery county, about as old; and there is no doubt that all the children in the several communities learned at least to read and write.

The earliest Mennonite settlers at Germantown and Skippack were mostly from Holland, or from parts of Germany adjacent to Holland in which the Dutch language was spoken. A little later Germans from the Palatinate, most of whom had been previously driven from Switzerland, began to arrive at Philadelphia in considerable numbers. Many of them sought homes in Lancaster county and formed settlements in what was then an unbroken wilderness along the Pequea and the Conestoga. It was of these complaints that Governor Gordon, in 1727, by persons totally ignorant of their character, alleging, "That a large number of German people, peculiar in their dress, religion and notions of political government, had settled on Pequea, and determined not to obey lawful authority of government; that they had resolved to speak their own language and acknowledge no sovereign but the Creator of the universe." The first settlements of the Swiss Mennonites in Lancaster county were made in 1709 or 1710. Finding the soil fertile, the climate pleasant, and the government willing to concede to them all the civil and religious liberty they desired, word and messengers were sent to their Brethren in the Old World and large numbers flocked to Pennsylvania. They soon had possession of the best lands in several parts of Lancaster county, and spread out into Berks, Lebanon, and Dauphin, and over and up the Susquehanna, everywhere prosperous everywhere loyal, peaceful citizens, and everywhere providing themselves with churches and such school facilities as enabled them to read the Scriptures and to transact the business incident to their quiet mode of life. They kept no records relating to schools, and to give a full account at this day of what they did for education is impossible. Soon after the Revolutionary war, they reported to their Brethren in Holland forty communities in the neighborhood of the Conestoga, including probably all their settlements in Lancaster and the adjoining counties. It is hardly likely that every one of these communities was supplied with a church and a school; but it is certain that most of them were. Intelligent old men among the Mennonites unite in declaring that every old Mennonite meeting house was either used as a schoolhouse, or there was a school connected with it.

nected with it or in the neighborhood supported by the Mennonites. When living in isolated families or in small communities, the early Mennonites freely joined with their neighbors of other denominations in providing schools for the children of all classes; and schools composed of the children of a single family or of several neighboring families were not uncommon among them. In this way they carried into effect the injunction of Menno Simon, their founder: "Insist upon and require the children to learn to read and write; teach them to spin and to do other necessary and proper work, suited to their years and persons."

A few particulars will go to confirm the general statement now made. The oldest Mennonite church in Lancaster county is one that was built near Willow Street about 1711. In this building school was taught for many years. Mellinger's meeting-house, in East Lampeter township, and the schoolhouse that stood near it, are very old. Equally old probably are the Strasburg meeting-house and the school that was connected with it. In 1792, a building was erected near Oregon, mainly by Mennonites, and used both as a meeting-house and schoolhouse for nearly half a century. The work was done by each person's bringing his share of logs and helping to raise the structure; and to purchase what they could not furnish themselves, each person interested contributed two pounds, nine shillings and six pence. An old German paper from which these facts are taken, meekly adds: "All has been peaceably accomplished." There were two other buildings in the northeastern part of Manheim township prior to 1800, each used for both church and school purposes. Warwick township had three such combined meeting-house and schoolhouse buildings; there was one in Brecknock township, near Good's mill, and one or two buildings of the same kind could be found in every township in Lancaster county largely settled by Mennonites. The same is true of the Mennonite townships in neighboring counties. As an example may be mentioned the old meeting-house in Derry township, Dauphin county, long used as a schoolhouse.

In respect to higher education, it may be said that the Mennonites have favored it more in the old countries than in America. About 1750, they established a College of their own at Amsterdam, which still exists. In this country, the Mennonites had no College of their own until 1861, when "a Seminary for the service of the Church" was founded at Wadsworth, Ohio.

THE AMISH.

The Amish differ from the Mennonites chiefly in being more plain in dress and more strict in their religious observances. They are the followers of Amen, a Swiss Mennonite preacher, and came to Pennsylvania with other Mennonites and settled mainly in Lancaster county. For perhaps a hundred years after their arrival in this country, they built no meeting-houses, but met for worship in private dwellings. As far as is known, they had no schoolhouses of their own, they were hardly sufficiently numerous in any locality; but they freely assisted their neighbors to establish schools and their children were everywhere quite as well educated as the children of the other early settlers. Among them, the father of a family sometimes undertook the work of the schoolmaster, and the winter evenings were spent by the children in study under his direction. Instances are known where the higher branches of mathematics and something of science were taught in this delightful way.

THE SCHWENCKFELDERS.

On the twenty-second of September, 1734, about seventy families of a people called Schwenckfelders landed at Philadelphia from the ship *St. Andrew*. On the next day they declared their allegiance to the Government of Pennsylvania; and on the third day after landing, at midday, they held a thanksgiving service, in gratitude to God for deliverance from the perils of the sea, and for the new home they had found in a land where they could enjoy their religious principles in peace. The anniversary of this day, the "Gedächtniss Tag," they still continue to celebrate, reciting on its annual return, in their unostentatious way, the story of their emigration, of an interest as thrilling and of as much significance as that of the Pilgrim Fathers. The new-comers were extremely poor. They had been stripped of their property, so that even the ship that brought them across the Atlantic had been furnished without charge by a benevolent mercantile house in Amsterdam. In their native country, Silesia, they had been most cruelly treated by both Catholics and Protestants, had found precarious protection for a few years in the dominions of Count Zinzendorf, but finally determined, with others in like circumstances, to seek a refuge in the land of Penn.

Gaspar de Schwenckfeldt, from whom the Schwenckfelders take their name, was no ordinary man. Born in 1490, a Knight, he

studied at several Universities and attended several German Courts, in order that he might fit himself to maintain with proper dignity the rank of his family. But the spirit of John Huss was abroad in the land; like Paul, a voice from Heaven arrested him in his career, and the proud Knight Schwenckfeldt became an humble, outcast preacher of a Gospel despised alike by the adherents of the Pope and the followers of Luther. His doctrines closely resembled those of the Friends, and were received by a similar class of persons. Suffering at times, and at times barely tolerated, these plain, peaceful, pious people maintained an existence in their country without a formal church organization, held together simply by the ties of a common faith strengthened by frequent meetings in private houses for prayer, exhortation, and religious sympathy. Then a day of more bitter persecution came, and, by a concerted movement, they fled from it in the night, leaving much of their property behind them.

The Schwenckfelders settled in a body on the head-waters of Perkiomen creek, in Montgomery county, about Skippack and Goshenhoppen, and from this locality, now constituting parts of Montgomery, Berks, and Lehigh counties, they have never removed. The sect has long since died out in Germany, and ours is the only Schwenckfelder settlement in the world. For many years after coming to Pennsylvania the Schwenckfelders had no meeting-houses, but, after the manner of their fathers, worshiped for the most part in private dwellings. Two meeting-houses were erected about 1789, and four or five others have been erected since that time. They still preserve the peculiar dress and many of the customs brought with them across the sea one hundred and fifty years ago.

The Schwenckfelders were among the best educated among the early German settlers. Some of them were excellent scholars; and books in the Latin language were to be found in a number of families. The works of Schwenckfeldt, and probably other books, were frequently transcribed by women, and many huge volumes, beautifully written, have come down from past generations, and are greatly prized by their fortunate possessors. As at first the Schwenckfelders worshiped in private houses, so for many years the only schools they had, apart from the common neighborhood schools, were family schools. Parents sometimes taught their own children, and sometimes several families united in procuring the services of a schoolmaster. Now and then, a young Schwenck-

felder would seek an education outside of the community at the best school he could find. A movement in favor of the establishment of an institution in which the higher as well as the common branches of an education should be taught, assumed practical shape in the spring of the year 1764. The noted antiquarian, Abraham H. Cassel, of Bucks county, has in his possession a document entitled a "Plan and Subscription Paper" to raise funds for the support of a High School among the Schwenckfelders. It is dated March 1, 1764. About £600 were subscribed, and the paper contains the name of each donor and the amount given. This fund was placed in the hands of trustees, to be used mainly to furnish gratuitous instruction to the children of the poorer members. When the public school system rendered such a fund unnecessary it was converted into a literary fund, and as such it is still used. The school was opened in a private house located in the southern part of Berks county, rented for the purpose. During the summer of 1765, a schoolhouse was built in Towamencin township, Montgomery county. In the school thus established, Latin, Greek and the higher mathematics were taught, and there was a large attendance of pupils. The schoolhouse was occasionally used as a place of public worship, but about 1790 an addition was made to it for this purpose, and for many years school was kept in one end of the building, and the other end was used as a meeting-house. The school was maintained in excellent condition up to the time the State made provision for general education.

The earliest of Sunday-schools seems to have been established by the Schwenckfelders. From the time of their first settlement in Pennsylvania, 1734, it was their custom to devote every alternate Sabbath to giving religious instruction to the children. This form of instruction they called "*die Kinderlehr*."

THE DUNKERS.

The Dunkers are in the essentials of their faith, in their non-resistant principles and in the simplicity of their dress and manner of living, similar to the other plain German sects. They differ in the way in which they administer the rite of baptism. The first religious organization took place at Schwartzenau, Germany, in 1706 whence, on account of persecution, they fled to Crefeld and Holland, and, from 1719 to 1729, the whole body emigrated to America, mostly to Pennsylvania. The first comers settled at German

town, where, in 1723, they held their simple religious services in a log cabin; but soon after others fixed their homes at Skippack, Oley and Mill Creek. At whatever place they settled, they were not long without meeting together for religious purposes, or providing some way of teaching their children at least to read and write. They do not seem to have built any special schoolhouses, but this doubtless arose from the fact that their custom was then, as it is to some extent now, to hold their religious meetings in private houses; and it is most likely that their children were either instructed at home or united with other children in the neighborhood schools. Certain it is that the early Dunkers were more than ordinarily intelligent. There were some good writers among them, both in prose and verse, and copies of their works still exist. Christopher Sower was a Dunker Elder. He established in Germantown, in 1738, the first German and English Printing Office in America, from which he issued the first German Almanac, Newspaper and Religious Magazine, printed in this country. In 1743, forty years before a like edition of the Bible in English appeared from the colonial press, he published his great Quarto Bible in the German language. In addition, he published a large number of school and other books, manufacturing his own paper and ink, doing his own binding and making his own type. His son, Christopher, also an Elder among the Dunkers, succeeded to the business upon his father's death, in 1758, continued the periodicals established by his father, and added some two hundred volumes to the list of his father's publications, many of them large works and some of them passing through several editions.

Like his father, Christopher Sower, the younger, was a warm friend of education. With others of his Dunker brethren, he took an active part in the establishment of the Germantown Academy, or "Union School" as it was at first called. He was placed at the head of the committee on subscriptions by the meeting of citizens who "had long felt the necessity of a good school of higher grade than the common schools," held at the house of Daniel Mackinet, December 6, 1759; and was also the first named among those who were subsequently appointed to serve as trustees, and probably acted as President of the Board. A few paragraphs taken from an article on education in his English Almanac for 1758, will show how greatly in advance of the time were his views on the subject:

If the child is designed for any of the learned professions, some care in-

deed is taken to find out a Master qualified to teach him Latin and Greek but if he be only designed for the common offices of life, it is thought sufficient if he be taught to read and write and a little arithmetic, and that often but very imperfectly, no matter by whom, but the cheaper the better. Thus it happens that persons every way unqualified both in learning and morals, are for the sake of having it done cheaper, entrusted with the education of children.

For it is an undoubted truth, confirmed by fatal experience, that children catch the manners of those with whom they converse, and that impressions made on their tender minds are deep and lasting. Now what children are to learn from the generality of those entrusted with their education in this country I shall not venture to say; I only wish it were a love of God and good will towards men.

But while an ill-timed formality prevails in the education of youth, while men are preferred for country schoolmasters for their cheapness, not their abilities, and while virtue is neglected in the choice of a tutor, little is to be expected.

It is a foolish and most absurd piece of thrift, for the sake of adding forty or fifty pounds to a child's fortune, to deprive him of such an education, under the care of a proper tutor.

But like other German denominations of similar faith, the Dunkers lost their interest in higher education, and there was less learning among them after the lapse of a hundred years than there was in their infant settlements. The opinion became almost universal that much learning was a stumbling-block in the way of that simplicity of life and humility of spirit which should characterize the true Christian. They went further than most others in their opposition even "thanking God that there were few educated persons among them," and for a while being scarcely willing to admit a man of learning to church fellowship. Some of the most zealous among them went so far as to wantonly destroy all books and papers of a secular character that happened to be in their possession, and to allow none to remain in their houses except what were used in their devotional exercises. During all this time, however, their children were permitted to receive a plain, elementary education.

About 1850, the denomination having increased to over two hundred thousand, with two thousand ministers, and spread into many States, an effort was made by some of the more progressive Brethren to revive the lost interest in higher education. Schools of high grade were established at Columbiana, Ohio, and at Bourbon, Indiana; but neither succeeded. Other efforts were more successful and there are now in operation flourishing collegiate institutions under the control of the Dunker Brethren, at Huntingdon, Pennsylvania, Ashland, Ohio, and Mount Morris, Illinois. There is also :

similar institution in Virginia. Thirty-five years ago, the Dunkers did not support a single church paper; they have now about a dozen, including several Sunday-school publications.

THE SEVENTH-DAY BAPTISTS.

The German Seventh-Day Baptists were mostly seceders from the Dunkers. Conrad Beissel, the founder of the Community or Monastery at Ephrata, Lancaster county, was a Pietist in Germany before coming to America, but not a Dunker. In 1720, he came to Pennsylvania, settled at Germantown, and, it is said, learned the art of weaving from the Dunker minister, Peter Becker, but did not become a member of his congregation. His religious sympathies were probably more with Kelpius, the Wissahickon hermit and his friends, for the Chronicles of Ephrata say, "The same Spirit that was astir in Kelpius, of blessed memory, entered into our leader." There was a community of Dunkers at Mill Creek, Lancaster county, and hither Beissel went, adopting the life of a hermit with his faithful friend Stiefel, who had accompanied him from Europe. He was baptized in 1724, by Becker, who had come from Germantown to Lancaster county on a missionary errand. Still, although he preached to the Dunkers, he was not at heart a Dunker, but differed from them on the questions of celibacy and the observance of the last instead of the first day of the week as the Sabbath; and longed for a more solitary life. In 1732, he gave up preaching, disappeared suddenly, and when found was living the life of a hermit on the banks of Cocalico creek, near the spot where Ephrata now stands. Here he tilled a small piece of land, and composed hymns similar to those contained in his little book published by Franklin in 1730, the earliest book of German poetry published in America.

The hermit's solitude was not long unbroken. Soon men and women, with like spiritual longings, from Mill Creek, Oley, Tulpehocken and Germantown, began to gather around him, and the whole neighborhood became dotted with the huts of the newly-arrived settlers. Within a short time thereafter, the solitary was changed to a monastic life, and the large buildings, some of which are still standing, began to be erected, one for the Brethren, one for the Sisters, and others for religious, educational and industrial purposes. In 1740, the single Brethren numbered thirty-six, the Sisters thirty-five, and the population of the whole community was about three hundred.

Ephrata, in the early days, was a hive of industry. The Society owned a large farm, and soon had in operation a flour, a paper, a saw and a fulling mill, and a flaxseed-oil press, all erected and worked by themselves. About 1742, they established a printing office and connected with it a book bindery. From this press there were issued some forty volumes, among them "Der blutige Schau-Platz oder Martyrer Spiegel," the great Mennonite Martyr Book, a massive folio of fifteen hundred pages, in large type. It was the largest book which, up to that time, had been printed in America, and none excelled it in quality of paper or in beauty of typography. It was printed from type, on an old-fashioned hand-press, and cost the Brethren several years of hard work. The other publications were mostly of a religious character, with a series of school books.

In one of the buildings there was a writing room in which several of the Sisters were constantly employed in what would now be called ornamental writing or painting with a pen. Much of this work consisted of texts of Scripture or Scripture scenes drawn with a pen upon large sheets of paper and hung upon the walls of the principal rooms. Many specimens still remain to astonish the visitor with the excellence of the penmanship and the taste displayed in the execution. In this room, also, the writings of the Founder of the Society were carefully copied for general use.

Great attention was paid to music. Beissel himself was a skillful musician, and composed hundreds of tunes upon a system of his own, which rendered the singing peculiarly solemn and impressive. Singing-schools were founded as early as 1742. Hundreds of volumes of music were copied for the choirs by the pens of the patient Sisters, with a skill almost equal to that of an engraver.

Celibacy was not positively enjoined by the Society, and among the early settlers at Ephrata were families of Seventh-Day Baptists, with children. A school was established at a very early period, some authorities say as early as 1733. Many of the Brethren were men of learning, and they included in the course of instruction in their school the ancient languages and mathematics, as well as the common branches. In the days of its prosperity, young men from Philadelphia and Baltimore, came to Ephrata to obtain an education, and in the archives of the Society may be found many evidences of the reputation of the school and the learning and skill of the teachers. The most noted of the teachers was Ludwig Höcker,

who came to Ephrata in 1739, took charge of the school soon after, and continued to discharge the duties of the office for more than forty years. He was a good scholar, fond of children, ingenious and progressive in his methods, and entirely forgetful of himself in his devotion to the service of God and man. Master Höcker was the author of three school books, a Primer or "A-B-C Büchlein," a Spelling-Book and Reader or "Namen Büchlein," and an Arithmetic or "Rechen Büchlein." These were printed on the Ephrata press, "for the schoolmaster," about 1786. The Arithmetic, the only book of the three that we have been able to find, is quite elementary in its character, but bears evidence of having been written by an earnest man and a teacher of considerable skill. The school was closed while the room it occupied, with other parts of the buildings, was used as a hospital for sick and wounded American soldiers after the battle of Brandywine. Towards the close of the century, the Society began to decay, and by 1814 only a few of the single Brethren and Sisters remained. In that year, an Act of Assembly was passed incorporating the "Seventh-Day Baptists of Ephrata" as a Society, with the right to hold the property in trust for "religious, charitable and literary objects." Under this charter a school was opened in the Brethren's House. In 1820, Joseph Bowman performed the duties of schoolmaster. In 1837, a two-storied building was erected for an Academy; and here a school of an advanced grade was continued for some years. A Sabbath-school was established at Ephrata, about 1740, forty years before Robert Raikes commenced his benevolent work on the Sabbath day among the poor children of Gloucester, England. The projector of this new plan of opening a way for the instruction of the poor was the schoolmaster, Ludwig Höcker, "Brother Obed," as he was called in the cloister. There were in the neighborhood of Ephrata, even at that early day, indigent children whose employments prevented their attending the regular school. It was the forlorn condition of these children that touched the heart of the pious schoolmaster and moved him to make an attempt to do something for their education. Thus originated the Sabbath-school, which was held on the afternoons of the Sabbath day. The instruction imparted was both secular and religious, and, in addition to what was done for the poor children, religious instruction was given to all who were willing to receive it. The Sabbath-school was closed during the Revolutionary war by the same cause that closed the Week-day school.

Branches of the Society at Ephrata were established at Ber mudian Creek, York county, in 1738, in Bedford county in 1763 and at Snow Hill, Franklin county, at a somewhat later date. In Bedford county there are at the present time two congregations: one of which worships in a church of its own, and the other in schoolhouse near Baker's Summit. At Snow Hill a small remnant of the Society still keeps up the old church and social customs. Belonging to it there is a farm of one hundred and thirty acres, with a grist mill. The buildings consist of a church and a large brick structure, two stories high, used as a Brothers' and Sisters' House. Snow Hill has always been an Ephrata on a smaller scale.

SEPARATISTS.

Scattered individuals of a small German sect called "Separatists" were to be found at Germantown and elsewhere in the early days of the Province, but the first body of emigrants of this class came to Pennsylvania from Würtemberg, under the leadership of George Rapp, and settled in the Conoquenessing Valley, Butler county, in the year 1804. Included in the number were many possessing considerable property, and some who had enjoyed the advantages of a liberal education. They were non-resistants, and their tendencies were towards a monastic life. Soon after their arrival at their new home, they formed an organization called the "Harmony Society," and agreed to hold all property in common, to wear a plain, uniform dress, and to occupy dwellings built alike. In 1805, they adopted a life of celibacy, marriages were no longer permitted, and husbands and wives consented to live in future as brothers and sisters. The Society flourished, but wanting additional land, they sold all their property, and, in 1814, removed in a body to the State of Indiana. Not satisfied there, they returned to Pennsylvania in 1824, and settled on the Ohio river, sixteen miles below Pittsburgh, where they still remain. Their village is called Economy. Once numbering seven or eight hundred, the Society has now shrunk to a mere handful of old men and women. Their possessions, however, are very extensive and valuable, consisting of a fertile and well-equipped farm of many hundred acres, the Bank and Cutlery Works at Beaver Falls, manufactories of various kinds, tracts of oil and coal lands, stocks, and money at interest.

From the first these plain people have been friendly to education. As long as they had children of their own, they provided ample

means for their instruction, and there is not a single individual among the Brethren or Sisters who is not something of a scholar. Since their children have grown up, they have constantly maintained a school for the benefit of the children of their workmen and laborers, and for the many orphan children of whom they have assumed the care. In addition, they have aimed at something beyond elementary instruction; for soon after their settlement at Economy, they constructed a large building for a public hall, in which they established a museum of natural curiosities, a collection of minerals, a library, and schools of mathematics and drawing.

CHAPTER IX.

SCHOOLS OF OUR FOREFATHERS.

NEIGHBORHOOD SCHOOLS. THE TRANSITION FROM CHURCH TO FREE SCHOOLS. NEIGHBORHOOD SCHOOLS INTERMEDIATE.

WHILE, as we have seen, the several religious denominations represented by the early settlers in the State built many schoolhouses and maintained many schools, while church and school were planted together in almost every locality where a congregation of Christians of like faith could be collected large enough to sustain them, yet the number of schools established in this way was entirely inadequate to the accommodation of all the children who desired to obtain an education. Had there been a school at every church, many children lived at too great a distance to attend it. But vast sections of thinly settled country were wholly without churches, and in others the churches were so scattered that they could not be reached by young children going to school. Adults frequently traveled on horseback or in wagons five or even ten miles to church; it was impossible for little boys and girls to walk such long distances, often through unbroken forests. Hence arose multitudes of schools, sometimes composed of the children of a single family or of several families, and generally growing into schools of little communities or neighborhoods. Such schools may be appropriately called neighborhood schools, although widely known by the name of "pay" or "subscription" schools. In England, such schools are called "voluntary schools." The establishment of these neighborhood schools was most rapid in sections settled by people of different religious denominations. In communities composed of a single denomination, and in towns, church-schools were generally established in preference; but as the first settlers in Pennsylvania were divided into many sects, and as these soon became very much intermixed, it was not long before the neighborhood schools greatly outnumbered the schools of all other classes. Acrelius, writing, about 1750, of the country in the vicinity of Philadelphia, says, with some exaggeration: "In almost every

ridge of woods, there is a schoolhouse;" and of course the church-schools were in small proportion to the whole. In proportion to population, the neighborhood schools were fewest in the oldest settled parts of the State; for as the people moved west into the Cumberland Valley, along the Susquehanna and Juniata and over the Alleghanias, intermingling socially and in business, out of common toils, common privations, common dangers and common interests; there necessarily came to be common schools. The churches in the early days were foremost in the work of education everywhere and always, but distinctive church schools were not numerous in the middle or northern counties, and very few of them were ever established in western Pennsylvania. Ministers founded schools in these sections of the State and taught them, but they rarely formed a part of the church organization, as was so frequently the case in the older settlements. After the Revolutionary war, tending as it did to unite the whole people into one body, and to stimulate enterprise and quicken intellectual activity, there was a rapid increase in all parts of the State in the number of schools the people established for themselves. Without any controlling law on the subject, and therefore necessarily without system, prompted by the wish to obtain at least some education for their children, but guided only by the light which a rough experience in an American wilderness furnished as to what should be provided, and limited always by the scanty means at their command, our fathers built schoolhouses; employed teachers, and sent their children to school as best they could, and the wonder is not that under the circumstances so many sections of the country were poorly supplied with schools, but that education was so general. McMaster, in his history of the People of the United States, speaking of the educational condition of America directly after the close of the Revolutionary war, states that "In New York and Pennsylvania a schoolhouse was never to be seen outside of a village or a town." He is mistaken. In Pennsylvania there was scarcely a neighborhood without one. At the time of the adoption of the common school system, in 1834, there must have been at least four thousand schoolhouses in the State, built by the volunteer contributions of the people in their respective neighborhoods. Thoroughly republican in principle, these schools of the people grew apace with the progress of republican sentiment, and it only required the legislation of after years to perfect the form and systematize the working of what had already in substance

been voluntarily adopted by thousands of communities throughout the State. Such schools were at that day without precedent; they were established by the early colonists only from necessity; but the people of different denominations and of none mingled more and more together, their sectarian prejudices and customs of exclusiveness acquired across the sea began to wear away, and they finally discovered that neither sect, nor class, nor race, need stand in the way of the cordial union of all in the education of their children. No movement in our whole history is of more significance than the process by which the neighborhood schools came to supply the educational needs of different communities, and frequently to displace other schools established on a narrower foundation, marking as it does the formation of a common bond of union and the moulding of the population into a common nationality. Nor does one who fully understands this movement require further light to direct him where to find the ground upon which our public school system was based, or how to account for the sentiment that produced and sustained it. Its growth is certainly indigenous to Pennsylvania.

The early schools established by the people for themselves were at first necessarily crude in organization, narrow in their course of instruction, poorly taught, and kept in rooms or houses often extemporized for the purpose, and seldom possessing any but the roughest accommodations. As a class they were inferior to the church schools, for these were generally supervised by the ministers, who sought to engage the best-qualified teachers that could be found, and to insure good behavior and fair progress in learning on the part of the pupils. As at the church schools, but probably with less discrimination, those able to pay for tuition did so, while the children of those unable to pay were admitted almost everywhere gratuitously. Doubtless many children remained away from school whose parents were too poor to pay for their schooling and yet too proud to accept charity; but be it said to the credit of the schools of all kinds in Pennsylvania from the earliest times, that inability to pay tuition-fees never closed their doors against deserving children desiring admission. The educational policy of the people of Pennsylvania for one hundred and fifty years after the coming of Penn was to make those who were able to do so pay for the education of their children and to educate the children of all others free, and the few known departures from this policy on the part of either church or neighborhood schools make the record a noble one.

Even the naming of the thousands of schools that were established by the voluntary efforts of pioneer settlers in all parts of Pennsylvania, during the long period extending from 1682 to 1834, must be left to local historians; but a true picture of the state of education during these years cannot be given without more details concerning the organization and management of the neighborhood schools—the schoolhouses built, the branches taught, the text-books used, the teachers and their methods.

A school was frequently started in this wise. The most enterprising man among the settlers in a community, having children to educate, would call upon his neighbors with a proposition to establish a school. This being well received, a meeting of those interested was called and a committee or a board of trustees appointed, whose duty it was to procure a suitable room or, if so directed, build a schoolhouse, ascertain the number of children who would attend the school, fix the tuition-fee, employ a teacher, and in a general way, manage the school. The trustees were usually elected at an annual meeting composed of those who patronized the school or contributed towards the erection of the schoolhouse. Women sometimes attended and took part in such meetings. As land was cheap, a site for the schoolhouse was in most cases obtained without cost, and the house itself was not unfrequently erected almost wholly by the gratuitous labor of those most interested. Skilled in such work, it is said that it was not uncommon for a party of settlers to construct a rough log cabin, which they deemed suitable for a schoolhouse, in a single day. When money was needed for building purposes, it was raised by voluntary subscription.

Here and there, an enterprising, public-spirited citizen, like old Jacob Ake, of Blair county, took the matter of establishing a school into his own hands, without waiting for the tardy coöperation of his neighbors. Mr. Ake owned the land on which Williamsburg now stands. Seeing that the children growing up around him were without an education, he provided a house, employed a teacher and opened a school, defraying all the expense out of his own pocket. This was in 1790, and for fifteen years thereafter he continued the school in operation, managing it in his own way, sometimes visiting the homes of the children, flourishing his staff, and hastening the young people away to school. Contributions of land, upon which to erect school buildings, were quite common in all parts of the State, and more rarely a liberal citizen would lay the foundation of a good school by endowing it either by gift or legacy.

In other cases the moving spirit in starting a school was one of the numerous peripatetic schoolmasters who wandered about from settlement to settlement, seeking employment. Seeing an opening, the needy schoolmaster would draw up a subscription paper, obtain a list of subscribers, hire a room, rent a dwelling, or, it may be, secure the erection of a schoolhouse, and begin a school.

But as these beginnings in our educational history have a special interest, to give coloring to the picture already drawn some extracts will be taken from the historical reports of several County Superintendents in different sections of the State, prepared in 1877, at the request of the Superintendent of Public Instruction.

The Delaware County Superintendent says: "The reader will understand that in the times thus far noticed, there was no system of public instruction, but the education of children was almost wholly a matter of private concern. The family school was succeeded by the neighborhood school. The establishment of such a school was usually effected by the voluntary and united action of the people of the neighborhood who desired it. Township lines were disregarded. Certain persons were made trustees, who had in charge of the school property, and who mostly appointed the teachers and had the general management of the schools. The teachers were paid by their patrons at the rate of two or three dollars a quarter for each child, and sometimes something additional for wood and ink."

In Lancaster county, the Superintendent states that the schools were located and managed as follows: "The cost of building the schoolhouse was met by voluntary contributions. Whenever a neighborhood felt the need of a schoolhouse, one was erected at some point convenient to those who contributed towards its erection. The patrons selected trustees, whose duty it was to take charge of the school property and to select a teacher for the school. If the teacher chosen could secure pupils enough to warrant him in opening the school, he would do so; if not, he would seek a school elsewhere. The teacher was paid by those who sent pupils to the school. The rate was two dollars a quarter, or three cents a day for each pupil."

The pioneer settlers in the Cumberland Valley established the first schools in much the same way. "Most of the schoolhouses of these earlier times," says the Superintendent, "were built by the joint voluntary efforts of the citizens, some contributing materi-

some labor, and some money. The schools were supported by subscriptions, each patron paying for each pupil sent a fixed amount per quarter or per month. Many of the earlier teachers possessed very limited qualifications. When it is remembered that any one desiring to teach could open a school, and, if popular with the people, might secure good patronage, this does not excite surprise."

The plan of establishing schools in the coal region was similar, according to the following description by the Superintendent of Carbon county: "When it was thought necessary to start a school in a neighborhood, a town meeting was called by the citizens, and three or five persons selected for trustees, who held their office during good behavior, under a sort of civil service reform principle. As there were no salaries or fees connected with the office, politicians never interfered. The duty of these trustees was to raise money by voluntary subscription or contribution, select and purchase sites, superintend the erection of schoolhouses, and hold them in trust for school uses. As it was a difficult matter to raise a large amount of money in this way for such purposes, the burden having generally to be borne by a few persons, the strictest economy had to be exercised."

In like manner were established the first schools in the forests of the northwest. The Superintendent of McKean states that "The earliest schools were established and maintained as 'subscription schools' by the small communities in which they were located, who built the houses, supplied the fuel, and hired some person deemed a suitable teacher, examining the applicant. The last duty was usually delegated to a committee."

To these extracts we add the following paragraph from the "Industries and Institutions of Centre County:" "In early times, when settlers were few and scattered, schools were usually held in a room of some dwelling house; but as the population increased and the need of better accommodation was felt, the citizens of a neighborhood met, and, by their joint and voluntary labor, put up a schoolhouse." And also one from Dr. Alfred Creigh's History of Washington County: "The schoolhouse was considered as necessary to the prosperity of a settlement as the church, and the requirements of the schoolmaster were that he could read, write, and cypher as far as the Double Rule of Three. When such a man offered himself, the neighbors would employ him, and immediately set about the

erection of a schoolhouse. One would give the ground, some would cut the logs, some would haul them to the appointed place, and others would put them up."

How the New England settlers in the northern tier provided themselves with schoolhouses and churches, is told by J. Du Bois, in the History of Susquehanna County, where the following account is given of the erection of the first schoolhouse at Great Bend :

The early settlers of this valley, to their honor let it ever be remembered, felt it their duty at a very early day of its settlement to build a respectable edifice, in which they could educate the rising generation, and in which they could meet to worship God. They not only felt it their duty, but they at once acted in the matter by calling a meeting, at which a committee was appointed to circulate subscriptions to raise funds for the purpose of building a house, not only large enough to hold the children in the township, but large enough to accommodate all the people of the valley who wanted to meet for worship. A subscription was drawn up, signed and circulated, and another meeting was held to hear the report of the subscription committee. The amount of subscriptions was reported. Many of the subscribers were then living in log houses, with roofs made of slabs split out of logs by hand, and others with roofs made of the boughs of the hemlock. Yet, at this meeting, it was resolved that this first house which they were about to build and dedicate to these noble purposes, should be a frame building sided with sawed pine siding, and shingled with good pine shingles, to be fourteen feet between joists, and twenty by forty feet on the ground, and to be finished in a workmanlike manner. One of the settlers proposed that a belfry and steeple should adorn the building. This proposition was objected to on the ground that the amount subscribed would not warrant the additional expense. The individual proposing it then arose and said that, as he was desirous of seeing at least one thing in the valley pointing heavenward, if they would build a spire he would add ten dollars to his subscription ; a lady present then arose and said that she too would add ten dollars ; others followed suit, and the matter was soon decided in favor of a steeple. The windows were to be large, and Gothic in style, and a pulpit was to be built in the north end of the building ; a porch was to cover the entrance, and as the house was to face the street, the spire was to be on the centre of the building. Large swinging partitions divided the interior of the house in the middle, when used for school purposes, but were hoisted and kept in position by supports, when used for church purposes. The house was to be free to all denominations of worshipers.

Thus were planted thousands of schools along the valleys and among the hills of Pennsylvania. There were no laws to regulate, no officers to guide, no system to conform to—all that was done was accomplished by the voluntary efforts of the people, directed solely by their own notions of what was best under the circumstances. The whole work was necessarily defective, full of sins both of omission and of commission ; but it taught the great lesson of self-dependence, and prepared the people for that efficient local

management which has done so much already for the Public School System of the State, and which in the end is to be its crown of glory.

That there were men chosen in by-gone times to serve as school trustees who understood something concerning the right way of organizing and managing a school, and were moved somewhat by the spirit that vitalized the system of schools adopted at a later day, will appear from the following extracts from the Rules and Regulations agreed upon by the Trustees of the school at Chester, January 9, 1796. Doubtless, other papers of the kind could be found.

The first rule provides that the President of the Board of Trustees shall attend each and every quarterly examination of the school. The second is as follows :

2. That the remaining Trustees shall be divided into three classes, who shall by turns visit the school, one in each month: that is, the first class the first month, the second class the second month, etc.

3. That the President, Trustees and Treasurer shall visit and examine the school quarter-yearly, and for neglect of attendance, shall pay the sum of one-eighth of a dollar to the Treasurer, to be appropriated as the charity fund of the said school.

* * * * *

6. That the Trustees, at the beginning of each and every year, shall advertise for applications to be made to them for educating such children or persons gratis as shall be proper objects of the charity fund of the institution, and which shall embrace the greatest number of persons that the said fund will admit of, or an agreement with the tutor of the said school will enable them to give assistance to.

7. That as exciting in the minds of children and youth, laudable emulation and a desire to improve is of beneficial consequence in conducting their education, the Trustees shall, at the quarterly examinations, propose little premiums of books, paper, quills, etc., to those who excel in reading, writing, speaking, arithmetic, etc.; the expense to be defrayed out of the charity fund of the school.

8. It shall be the duty of the Trustees to see that no books containing the tenets or doctrines of any sect in religion be taught in the school, or any that may convey improper political principles to the children of Republicans; since no others ought to be admitted but such as teach the pure principles of religion as contained in the Holy Writings of the Prophets and Evangelists—of morality and love of virtue—such as teach us the love of liberty and our country, obedience to her laws, detestation of tyranny and oppression, and hatred of anarchy and licentiousness.

And in the 9th, it is added:

And it is also agreed, that one subject of a premium shall be the following: At each quarterly examination the master shall be requested to report to the Trustees, which of his pupils has been the most distinguished for his or her moral, orderly and decent behavior, upon which such pupils so reported shall be entitled to the premium to be named by the Trustees.

And to show that the trustees of some of these old schools were at something beyond mere elementary instruction, we quote as a specimen of similar documents the following extract from an agreement made by the trustees of a school at Ridley, now Lehigh county, Delaware county, with Jacob Fenton, whom they had engaged as schoolmaster. Mr. Fenton was a graduate of Dartmouth College.

The Agreement required the master to "Teach a regular School, subject to the direction of the trustees, in the rudiments of the English language, Reading, Writing, Arithmetic, Book-keeping, Geography, and either or every branch of Mathematics, at the rate of two dollars a quarter for every scholar subscribed, for the term of three months, to commence on the 20th of the 10th month of the year. And the subscribers to said school to pay to said Fenton, or his assigns, two dollars for every scholar subscribed, together with a reasonable charge for wood and ink."

CHAPTER X.

SCHOOLS OF OUR FOREFATHERS.

SCHOOLHOUSES AND SCHOOL FURNITURE. BRANCHES TAUGHT. TEXT-BOOKS AND APPARATUS. METHODS AND DISCIPLINE.

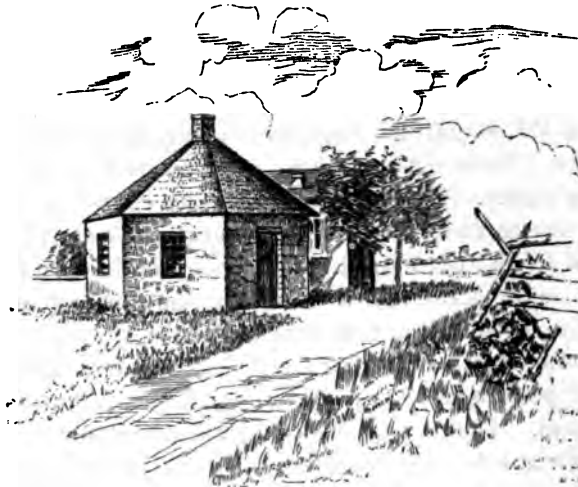
A VOLUME might be filled with descriptions of old schoolhouses. Those first built were everywhere very much alike—rough log cabins. Everywhere, too, in the course of years, these primitive structures were replaced by something better, houses constructed of hewn logs, framed lumber, stone or brick. Progress in this direction, however, was so slow that the common school system, in 1834, even in the first settled parts of the State, found few good schoolhouses ready to its hand; and about the first duty that had to be performed by the newly-elected school directors was to provide them. The descriptions of the old schoolhouses and school furniture given below are by writers in the different counties cited. They apply fairly to the whole State. When the names of authors are not mentioned, the authority is the Report of the Superintendent of Public Instruction for 1877.

Early Schoolhouse in Franklin.—"The houses, or cabins, used for school purposes, were of the simplest structure, being built of logs, or poles, and the spaces between them filled with chips of wood, and plastered with mortar made of clay. The boards of the roof were generally secured by heavy poles extending from one end to the other. The chimney was built of sticks of wood plastered, and was almost large enough to occupy one side of the house. The windows were not so extensive as the chimney, there being from three to four panes of glass in each, and about four of such in a building. The furniture was also of the simplest kind. It consisted of benches, made of logs split in two and hewn down to a proper thickness, supported by four legs. The stools and tables were made of the same material and in a similar manner."

Early Schoolhouses in Lehigh.—"Schoolhouses were built by communities, and were commonly constructed of logs, were small, had low ceilings, little windows and few of them. They were

defective in every thing but ventilation. The furniture corresponded with the buildings."

Early Schoolhouses in Chester.—"The early schoolhouses were either log or stone, sometimes built in an octagonal form, and called eight-square schoolhouses. The desks were placed around against



OLD EIGHT-SQUARE SCHOOLHOUSE.

the walls, and the pupils occupying them sat facing the windows. Benches, without backs, for the smaller scholars, occupied the middle of the room. The windows were quite long, longitudinally, and from two to three panes wide, perpendicularly. A desk for the teacher, a huge stove in the middle of the room, a bucket, and what was called the 'Pass,' a small paddle, having the words 'in' and 'out' written on its opposite sides, constituted the furniture of the room."

Early Schoolhouses in Clearfield.—"The pioneer schoolhouse was built of logs, sixteen by twenty feet, seven feet in the ceiling, daubed with mud inside and out, a mud and stick chimney in the north end, and in the west, a log was left out, and the opening covered with oiled paper, to admit light; holes were bored in the logs and pins driven in, on which to nail a long board for a writing table, and slabs with legs answered for seats. The early schoolhouses were generally situated near the road-side or cross-roads, being without play-ground, shade trees or apparatus."

Early Schoolhouses in Clarion.—"The first school-buildings were

built of logs and roofed with clapboards. A huge fire-place graced one end of the room, the house being built with fire-corners to provide for a chimney, which consisted of wood and mortar—sometimes of stone. The benches were made of logs split, and a flat side hewed for seats. These were then supported on pins, inserted in holes bored in the slab, and the seats were made just high enough to prevent the children's feet from touching the floor. The floor was made of puncheons, and the writing-desk was a board, or a slab, supported upon pins, driven into holes bored in the wall. The large pupils were thus seated along the walls with their backs to the teacher. Windows were constructed by cutting a section of a single log from each of the two sides of the building, and when glass could not be obtained, paper, which had been rendered transparent by greasing with tallow or lard, was used as a substitute."

Early Schoolhouses in Mercer.—"These were round-log cabins. For ceilings, poles were thrown across overhead, and brush placed on the poles and covered with earth. Above this was a clapboard roof held down by weight poles. Some of the better class of houses had puncheon floors, the floors in many dwelling-houses were constructed the same way; others had nothing but the naked earth. For light, a log was left out of the building, and newspapers greased and pasted over the opening. Seats were rude benches made of split logs, and desks were constructed by boring into the logs and placing a split piece of timber on pins driven into these holes. The fire-place included the entire end of the building, made of stone, mortar, and sticks."

Early Schoolhouses in Erie.—"Puncheon floors, board fire-places, stick chimneys, and bark roofs, were their distinguishing features."

Early Schoolhouses in Huntingdon.—Lytle, in his History, says: "They were built of round logs and covered with clapboards, which were kept in their places by heavy logs laid on them. The floors were made of logs, split in halves and laid together, with flat sides up. Snakes could crawl through, as they often did. In the end of each building there was a great fire-place, with a wooden chimney. The light was admitted through large cracks in the walls, from six to ten inches wide, covered with greased paper for glass."

Early Schoolhouses in Centre.—Says Maynard's Industries and Institutions of Centre County: "The architecture of the pioneer schoolhouse was extremely rude and simple. It was an oblong cabin, built of unhewn logs, with a log chimney at one end, well

plastered with mud; light was expected to struggle through paper, fastened across an opening in the side of the cabin; the was covered with slabs or clapboards, but ventilation was a the most ardent advocate for pure air could desire. The arti furniture were few and simple, consisting of a row of desks around and facing the walls of the house, for the big boys and for the smaller pupils, sundry slab benches in the centre room, and a bunch of rods as an auxiliary to government."

The venerable Dr. Donaldson, of Eldersridge, thus desc: representative schoolhouse of Indiana county, in the year "Upon entering the door, we had to step down the breadth log to reach the floor of puncheons, laid on the ground with sleepers. The fire was built on the ground. About three feet the floor, holes were left between the logs for windows, th being admitted through panes of greased paper. Along the dows, with their backs to the centre of the house, sat the writ benches so high that their feet could not touch the floor."

The first schoolhouses in Washington county, according description of Dr. Alfred Creigh, in his history, differed little those in Indiana. "In the erection of a schoolhouse," he sa log would be kept out the entire length, to answer the purpo window. The fire-place was built with logs, with a stone bac calculated for a back-log six feet long. The chimney was b a style that was then called 'cat and clay chimney.' Th were made of small trees, cut about twelve feet long, and sp flat side dressed smooth with the axe, and the legs, put in the side, rested on an earthen floor. In the summer time th would sometimes be two inches deep, hence the scholars amuse themselves by 'kicking up a dust,' which is likely the of the expression, to the great annoyance of the schoolmaste

The following are the recollections of Rev. Alexander J. D. D., of the United Presbyterian Theological Seminary, in gheny, of the schoolhouses of that city, then a borough, abo year 1820: "At that time all the houses used for school pu within the present limits of the city of Allegheny, were eith cabins or hewed log houses, and were generally dilapidate sightly, and uncomfortable. Scholars learning writing and metic sat at a desk attached to the walls of the room; other ars sat on benches made of slabs, flat side uppermost, v backs, and frequently so high that the feet of the smaller cl

had no support. Light was admitted through small windows at the end of the building, and a wood fire, in a huge fire-place, furnished heat."



OLD LOG SCHOOLHOUSE.

In these rough log cabins our forefathers received their scanty education. It will interest us to look into them and see what was done and how.

About the only branch attempted to be regularly taught in the earliest schools, was Reading, and this instruction was mainly given as a preparation for learning the catechism and taking part in other religious exercises. The schools themselves, at that day, it must be remembered, were generally established as auxiliaries to the church, and the first Primers were quite as much church books as school books, containing hymns, prayers, creeds, and catechisms, as well as the Alphabet and elementary lessons in Reading. Such were the characteristics of the Primers used by the Catholic church before the Reformation; of Luther's "Child's Little Primer," which contained the Lord's Prayer, the Commandments, the Creed and the Catechism; of the "Primer" that Henry VIII., in England, directed "to be taught, lerned and red" throughout his dominions; of the Primers, or A-B-C Books, with which the first colonists who sought homes in America were acquainted in the several countries from which they came, and copies of which they brought with them across the sea, and used in the instruction of their children, and, indeed, of the first books of the kind published in the New World. As soon as a child had fairly mastered the reading lessons of the

Primer, he was expected to learn the Catechism, and, in connection therewith, to read the Psalter and possibly portions of the Bible commencing with the New Testament. This was substantially the course of instruction in Reading for more than one hundred and fifty years after the Swedes began to teach their children in this manner on the banks of the Delaware. The nineteenth century had dawned before a regular series of Readers, with graded lessons, was fairly introduced into the schools of the most progressive neighborhoods and those more backward were compelled to wait years longer for the coming of this improvement. Even the Spelling-Book in its modern form is little more than one hundred years old.

When instruction in Writing was first introduced into the early schools, it was confined wholly to boys. Such an acquirement was deemed unnecessary for girls, and so deep-rooted was this prejudice, that men could be found who entertained it, almost down to the present day. Paper was costly in colonial times, and it is said that birch bark was sometimes used in school in teaching children to write. Ink was made of nut-galls, bruised and placed in a bottle with a proper proportion of water and some rusty nails. In some schools an ink-boy was appointed, who carried ink in a bottle or horn to each writer as he needed it; but it was the general custom for each pupil to have his own ink-bottle or ink-horn. Pens were made of goose-quills, not a little of the master's time being taken up in cutting and mending them.

Something of Arithmetic was most likely taught in many of the earliest schools, but it was done altogether without the aid of books. The "sums," as the problems given were called, were dictated by the master and worked out on paper. Slates and pencils did not come into use until after the Revolutionary war, and blackboards as an article of school apparatus are much more modern. During the last half of the eighteenth century, for the most advanced pupils, masters began to select problems from an Arithmetic, or from a manuscript, called a "Cyphering Book," in which they had previously recorded both the problems and their solutions. The pupils were accustomed to record their work in blank books kept for that purpose. Before 1800, he was considered a remarkable scholar who in a country school had cyphered beyond the Rule of Three and few schoolmasters made pretension to a knowledge of Arithmetic more extensive. Later, however, text-books on Arithmetic came into general use; and schools could be found where pupils were

taught not only Arithmetic, but Mensuration, Surveying, Algebra and Astronomy.

Geography and Grammar received no attention as studies in the earliest church or neighborhood schools, and were introduced into them as distinct branches only to a very limited extent before the adoption of the common school system. Elijah F. Pennypacker, of Chester county, speaking from personal observation of the schools in his neighborhood at the beginning of the present century, says: "The great defect of the time was the want of education that was satisfied with an acquisition so limited as that of reading, writing and arithmetic. There may have been an occasional teacher or member of the community who went beyond these simple elements, but the people generally thought that if their sons acquired a knowledge of reading, writing and arithmetic, it was all sufficient—their daughters were supposed to need a still less amount of learning than their sons." Soon after 1800, however, with the appearance of text-books on these subjects, there was a marked increase in the number of schools where something of Geography and Grammar was taught, particularly in the oldest settled portions of the State.

There is reason to think that at least a few Swedish and Dutch Primers were in use among the early settlers on the Delaware. The English without doubt brought with them the Primers prepared for the schools of the British Islands. And in the hands of the pupils of the first German schools were found the Primers and A-B-C Books of the Fatherland. No evidence can be obtained showing positively that Hornbooks, so common in the elementary schools of Great Britain during the seventeenth and eighteenth centuries, were ever used in Pennsylvania, but there is little doubt of the fact. They were used in the early schools of some of the New England colonies; and in Miss Montgomery's *Reminiscences of Wilmington, Delaware*, she says: "The more ancient Hornbook, scarcely now remembered, became out of use in this country, and ceased to be imported from England, when we undertook to teach ourselves learning after the Revolution." A Hornbook consisted of a sheet of paper about the size of a page of a Primer or Spelling-Book, on one side of which was printed a cross, called the "criss-cross," the alphabet in small and capital letters, the vowels by themselves and combined with single consonants placed after and before them, the Lord's Prayer and the Roman numerals—the sheet, covered by a thin plate of transparent horn, being fastened by a brass border to a light board

somewhat larger than itself, with a paddle-like handle projecting from the middle of the lower end. Cowper refers to the Hornbook of his time in the lines:

Neatly secured from being soiled or torn,
Beneath a frame of thin, translucent horn.

The sheet was sometimes used without the horn covering, and it may have been in this form only that it was introduced into the schools of this country.

George Fox, the founder of the Society of Friends, was the author of a Primer, or Spelling-Book. It was published in England, in

1674, and re-published in this country, at Philadelphia in 1701, at Boston in 1743, and at Newport, Rhode Island, in 1769. The copy in possession of the Pennsylvania Historical Society contains the alphabet in capital and small letters; the letters in italics and German text; the letters classed into vowels and consonants; double letters; lessons in spelling, reading, and defining; explanations of Scripture names; some rules of Punctuation; examples of words pronounced alike but spelled differently; the Roman numerals; lessons in the fundamental rules of Arithmetic and Weights and Measures; a Perpetual Almanac, and a Catechism expounding the religious doctrines of Friends as the author understood them.



HORN BOOK.

Anthony Benezet, a Friend, and a teacher in Philadelphia, compiled both a Primer and a Spelling-Book. For convenience, they were so bound that they could be used either as one book or separately. The second edition appeared about 1782. In this edition a short essay was added on

English Grammar. Moral lessons were intermingled with the other lessons all through the books. "My view went," says the author, "not only to make spelling more easy, familiar and agreeable than usual, but also to cause the bent and aim of all the lessons from the beginning to the end to be such as tended to mend the heart as well as convince the judgment by raising in the tender mind principles of compassion and tenderness, as well to the brute creation as to their fellow-men, a nobility of mind and a love of virtue." Neither Fox's nor Benezet's books were much used outside of the Society of Friends.

The New England Primer had considerable circulation in Pennsylvania. At what time the first edition was published is not known, but a second edition was thus advertised in Henry Newman's Almanac for 1691: "There is now in Press, and will suddenly be extant, a Second Impression of the *New England Primer enlarged*, to which is added more *Directions for Spelling: the Prayer of K. Edward the 6th, and Verses made by Mr. Rogers, the Martyr, left as a Legacy to his Children.*"

The "New England Primer Improved" was published in Boston, in 1770. A later edition was published in Philadelphia. Its most striking feature was an illustrated Alphabet with accompanying rhymes. The following are examples of a few of the couplets:

A.	D.
In Adam's Fall	The Deluge drown'd
We sinned all.	The Earth around.
B.	E.
Heaven to find	Elijah hid
The Bible mind.	By Ravens fed.
C.	F.
Christ crucify'd	The judgment made
For sinners dy'd.	Felix Afraid.

This book also contained a rude picture of the burning of John Rogers, at Smithfield, in 1754, followed to the stake by "his wife with nine small children and one at the breast;" and lengthy lines of "Advice to his Children," written some days before his death. Among its other contents were the Westminster Shorter Catechism, the Lord's Prayer, the Creed, and a few of Watts' Hymns. An edition of this Primer was published by Sower, at Germantown, in 1771. The illustrated Alphabet of the "New England Primer Improved" was probably a modification of that contained in the

"Child's Guide," published in London, in 1762, or both may have been copied from or suggested by an older book than either. A Primer greatly resembling the "Child's Guide," and differing somewhat from the New England Primer Improved, was published in Philadelphia at an early day. It was stereotyped in 1824.

Below will be found the quaint illustrations and the accompanying rhymes as they appear in the "Child's Guide," probably the oldest of this class of Primers:



A.
In *Adam's* Fall,
We sinned all.

B.
This *Book* attend.
Thy *Life* to mend.

C.
The *Cat* doth play,
And after slay.

D.
The *Dog* doth bite
A *Thief* at Night.

E.
An *Eagle's* flight
Is out of sight.

F.
The *Idle Fool*,
Is whipt at School.

G.
As runs the *Glass*,
Man's *Life* doth pass.

H.
My *Book* and *Heart*
Shall never part.

I.
Jesus did dye,
For thee and I.

K.
King Charles the
Good,
No man of Blood.



L.
The *Lyon* bold,
The *Lamb* doth hold.

M.
The *Moon* gives
Light,
In time of Night.

N.
Nightingales sing,
In time of Spring.

O.
The *Royal Oak* our
King did save,
From fatal stroke of
Rebel Slave.

P.
Peter denies
His Lord, and cries.

Q.
Queen Esther came
in Royal State,
To save the *Jews*
from dismal fate.

R.
Rachel doth mourn
For her first-born.

S.
Samuel anoints
Whom God appoints.

T.
Time cuts down all,
Both great and small.

U.
Uriah's beauteous
Wife,
Made David seek his
Life.



W.

Whales in the Sea
God's voice obey.

X.

Xerxes the Great did die,
And so must you and I.



Y.

Youth's forward slips
Death soonest nips.

Z.

Zaccheus, he
Did climb the Tree,
His Lord to see.

In addition to the Primers now named, there were published at Philadelphia, in 1753, a second edition of the "Royal Primer;" in 1813, the "American Primer, or an Easy Introduction to Spelling and Reading," illustrated with a number of poor wood-cuts; in 1828, Enoch Lewis' "Child's Companion;" and, at Lancaster, in 1755, the "Pennsylvania Primer." All of these were very plain compilations of lessons in the Alphabet and in Spelling and Reading.

The wants of the German schools, in these old times, were supplied by Christopher Sower's "*A-B-C und Buchstabier Buch*," published at Germantown in 1738; his "*Das Kinder Büchlein in der Brüder Gemeinde*," 1755, and his "*Dreierlei Deutsche und auch dreierlei Englishche A-B-C Bücher*," 1761; Ludwig Höcker's "*A-B-C Büchlein*" and "*Namen Büchlein*," published at Ephrata about 1786; the High German "*A-B-C und Namen Büchlein*," published by Michael Billmeyer, at Germantown, in 1807, and the "German Reformed *A-B-C und Namen Büchlein*," and the "German Lutheran *A-B-C und Namen Büchlein*." Of the Primers last named, designed for the Reformed and Lutheran church schools, there were numerous editions. Copies of the Lutheran edition of 1818, published by Conrad Zentler, Philadelphia, contained as a frontispiece a large picture of a rooster, followed on the next page by a quaint engraving of Martin Luther in his library at Wittenberg. On the third page there were pictures of animals, the initial letters of whose names constituted a complete Alphabet. Next came the Alphabet in large and small letters, lessons in Spelling and Reading, morning and evening prayers, and extracts from the Scriptures.

The old Spelling-Book our grandfathers best remembered, was that of Thomas Dilworth, an English schoolmaster. It was first published in England in 1740, and introduced into the American colonies some years later. Several editions were produced from the press of Philadelphia, the first in 1757. An edition, stated to be the "ninety-eighth," was printed by Francis Bailey, at Lancaster, in 1778. This was at the darkest period of the Revolutionary War,

and the publisher in a preface to the book patriotically congratulates the country, on its publication, in hot words like these: "At the beginning of the contest between the Tyrant and the States, it was boasted by our unnatural enemy, that, if nothing more, they could at least shut up our ports by their navy, and prevent the importation of Books and Paper, so that in a few years we should sink down into barbarity and ignorance, and be fit companions for the Indians, our neighbors to the westward." The title-page of all the editions of the book was graced by a picture of the author, as straight and stiff as if cut out of a block of wood. The lessons in spelling were interspersed with reading lessons, among them fables, quaintly illustrated. Forms of prayers for children were included. In spelling, the terminations *tion* and *sion* were pronounced as two syllables. The Philadelphia editions contained a little elementary Grammar, in which the English substantives were declined through six cases, as in Latin; but in the Lancaster edition the Grammar was omitted until the time, as the publisher stated, "when peace and commerce shall again smile upon us, and when, in spite of Britain and a certain evil one surnamed Beelzebub, we shall have Paper and Books of every kind in abundance, and science shall once more shoot up and flourish in the country."

Dilworth's book was succeeded to some extent by the celebrated series of children's text-books by Noah Webster, published first in New England, the Spelling-Book in 1783, the Grammar in 1790, and the Reader in 1792. Marked changes in methods of teaching followed everywhere the introduction of these books; but the place they would have occupied in Pennsylvania was soon filled by the works of Lindley Murray, an English Grammar, an Introduction to the English Reader, an English Reader and a Sequel to the English Reader. Murray was of Quaker descent and a Pennsylvanian, being born on the Swatara, in what is now Lebanon county. His books were published in England, where he resided for the greater part of his life, but they were quickly republished in this country, numerous editions being brought out at Philadelphia. The selections in the Readers were too abstract to be clearly understood by many of those to whom they were given as lessons, but the books as a whole were a great improvement on those that preceded them, and did much to create a taste for literature in the schools where they were skillfully used. A little later than Murray came the excellent books of the noted Quaker teacher, John Comly:

Primer, Spelling-Book and Grammar. These obtained a large circulation. Less noted, perhaps, than the books already named, but still largely used, mention must be made of the Spelling-Book of Owen, published at Philadelphia as early as 1754; of the "New Pennsylvania Spelling-Book," published at Norristown, in 1799, by David Sower; of the Spelling-Book of John Peirce, an old Delaware county teacher, a feature of whose work was its lessons in Geography and Grammar; of the Spelling-Book of Stephen Byerly, a Montgomery county man, very popular in the interior of the State; of the "United States Spelling-Book" by "Sundry Experienced Teachers," fourteenth edition published at Pittsburgh, in 1817, preface dated 1809; of the "Western Spelling-Book" by Rev. Joseph Stockton, Principal of the Pittsburgh Academy from 1810 to 1820, during which time the book was published; and of the "Philadelphia Spelling-Book" by John Barry, "late Master of the Free School of the Protestant Episcopal Church," Philadelphia, David Hogan publisher, 1821. Most of these Spelling-Books contain reading as well as spelling lessons, and some of them have lessons in defining words, in Punctuation, Grammar, Statistics, Geography, Chronology, etc. Barry's "Philadelphia Spelling-Book" intermixes all through it moral maxims with its other lessons, and concludes with seven dialogues on God and his creation.

As Reading was seldom taught in classes in these old times, individual pupils frequently read from any book they might own or that might suit their taste. Hence a History of some kind, the Columbian Orator, the American Preceptor, Jack Halyard, the Happy Family, Popular Lessons, and many other books, were used as Readers in schools after their publication became known. But notwithstanding the improvement in text-books and the spirit of progress that began to show itself more and more among teachers, the Psalter, the New Testament and the Bible held their place as the principal Reading books in schools, especially in German neighborhoods, until after the revolution in educational literature brought about by the adoption of the common school system.

Dilworth's "Schoolmasters' Assistant" published in England in 1743, and republished in Philadelphia in 1769, was the principal Arithmetic used in the schools one hundred years ago. The subjects treated of in Dilworth's Arithmetic were mainly the same as those now included in works of the kind; but the book was thoroughly English in all respects, including even the essay it con-

tained "On the Education of Youth." When first introduced, few pupils owned a copy of the book, the master simply using his as a guide in directing the studies of those engaged in cyphering, and a source from which problems for them to solve were obtained. The Arithmetics of John Gough and Zachariah Jess, the third editions of which were published in Philadelphia in 1796 and 1797 respectively, were used to some extent, and less widely than the "Federal Arithmetic, or the Science of Numbers," by Thomas Sarjeant, Philadelphia, 1793, and Benjamin Workman's "American Accountant or Schoolmasters' New Assistant," Philadelphia, 1798, but Daboll's "Schoolmaster's Assistant" appearing a few years later and presenting some new features that at once recommended it to popular favor, among them the prominence given to calculations in American currency, pushed all its predecessors aside and for a considerable time held the first place in Pennsylvania schools. The "Arithmetic of Stephen Pike, Philadelphia, 1813; Cruikshank's "American Tutor's Assistant," Philadelphia, 1809; the "Young Man's Arithmetical Guide" Philadelphia, 1805; "Arithmetic Made Easy for Children," by Emmor Kimber, Philadelphia, 1809; "A Treatise on Practical Arithmetic," by Robert Patterson, Philadelphia, 1818; Smiley's "New Federal Calculator," Philadelphia, 1825; Stockton's "Western Calculator," Pittsburgh, fourth edition, 1823, and Walsby's "Practical Arithmetic," copyrighted in 1800 and printed in Pittsburgh in 1818, came to the front in different parts of the State as the schools grew tired of Daboll, to be in turn supplanted by the more modern Arithmetics.

Daniel Fenning's "*Der geschwinde Rechner*" was published in Philadelphia by Sower in 1774. Ludwig Höcker's "*Rechen Büchlein*" was published at Ephrata in 1786. This Ephrata publication is an exceedingly curious compound of religious exercises and exercises in Arithmetic. The Creed, the Lord's Prayer, Hymns and texts of Scripture, are strangely intermixed with problems and calculations in the simplest parts of Arithmetic. An Arithmetic in German under the title of Carl Gock's "*Neuestes Selbstlehrendes Rechen-Buch*" was published by subscription by Henry B. Sage, Reading, 1823. The original work appeared in Germany, but the Reading edition was adapted to the use of American schools. The names of several hundred subscribers in Berks, Lehigh, and Lancaster counties were printed in the book.

Copies of Arithmetics, other than those designated, were in 1

hands of particular teachers, among them the celebrated work of Cocker, published in Dublin in 1677. Cocker's may be considered the father of modern Arithmetics, as it furnished the plan which all of them have copied. An edition was published in Philadelphia in 1779. It contains a rude portrait of the author, which might be taken for a caricature, with these eulogistic lines:

Ingenious Cocker, now to Rest thou'rt gone,
 No Art can show thee fully, but thine own;
 Thy rare Arithmetick alone can show
 Th' vast of Thanks we for thy Labours owe.

Several different branches of Mathematics were sometimes treated of in a single book. The "Young Mathematician's Guide," published in England in 1706, and, later, found in a few hands in Pennsylvania, included Arithmetic, Algebra, Geometry, Conic Sections, Gauging, etc. There is now, as I write, a book before me entitled "*Synopsis Mathematica Universalis*," or, a "Brief System of Mathematics for Young Students," which includes chapters on Arithmetic, Geometry, Trigonometry, Astronomy, Dialling, Chronology, Geography, Optics, Catoptrics, Dioptrics, and Statics. This comprehensive volume was printed in London, in 1729, and belonged to Abel Wickersham, a plain Chester county schoolmaster of days long gone by, whose name, written in his own hand, appears on the title-page. And as illustrating the book-making of those old times, it may be proper to give the following abstract of the title-page of a school-book written by George Fisher, and printed at Philadelphia, in 1748, by Franklin and Hall: "The American Instructor, or Young Man's Best Companion, containing Spelling, Reading, Writing, Arithmetic, in an Easier Way than any Yet published, and how to qualify any Person for Business without the help of a Master." Its further contents included instructions in letter writing; a book of forms; a treatise on Book-keeping; rules for making mechanical calculations of all kinds; Gauging and Dialling; the "Poor Planter's Physician," and directions for marking linen, making wines, pickles, and preserves, and preparing "many excellent" plasters and medicines. "Also prudent advice to young Tradesmen and Dealers."

Geography received very little attention in the schools of Pennsylvania, before the appearance of the books of Smiley and Olney, accompanied with Atlases, about the year 1825. Previous to that time, Dwight's work, published in 1795, about the size of a Spelling-Book, without maps and arranged with questions and answers,

and Morse's, published near the same time, with four small maps were used in a few schools. These were New England publications. Pinkerton's Geography was advertised for sale in Lancaster, in 1805. The sixth edition of the "Elements of Geography," by Benjamin Workman, was published, in Philadelphia, in 1796. The book is in size just five inches by three, and consists of one hundred and eighty pages of descriptive matter, including a chapter on the Solar System and is illustrated by eight maps, each the size of a page. F. Nichols published, in Philadelphia in 1809, "A Compend of Geography," and three years later, "An Abridgment" of the same. The Abridgment is about the size of Workman's book. It contains no maps, but reference is made to an Atlas, by the same author, with eleven maps. A Geography in German for the "German People of America," was published in 1835, by Henry Ziezel & Co., Lebanon, but printed in Philadelphia. Its author was G. L. Waltz. The book contains descriptive matter, with two small outline hemispherical maps, and is illustrated by a number of rude engravings. It was probably used in some schools as a Reader. The indefatigable Sower, at Germantown, in 1753, in advance of the times, it would seem, issued Theophilus Grew's "Description of the Use of Globes." These praiseworthy beginnings met with small encouragement.

Whether any more than a few straggling copies of the old English Grammars of Harris, Johnson, Lowth, Priestley, Sheridan, or Walker, ever found their way from England to Pennsylvania, is unknown, several of them, however, were reprinted in Philadelphia, Lowth's in 1775 and Sheridan's in 1783, and may have been used to some extent; but the first works generally taught in the schools were the Philadelphia editions of the Grammars of Webster, Harrison, Murray, and Comly, mainly the two last named. Prior in date to either, however, were two German Grammars published by Sower, the "*Eine Deutsch und Englische Grammatik*," 1747, and the "*Anleitung zur Englischen Sprache*," 1750. For many years, and down to a period within the memory of men now living, the study of Grammar was confined for the most part to a few select schools. It required a great change in public sentiment and the superior attractions of the modern works of Kirkham, Smith, Brown, and others, to secure its general introduction into country schools. Kirkham's Grammar was particularly serviceable in this respect, as its author was a Pennsylvanian, educated at Lewisburg, taught school both at that place and at Danville, and his book was pub-

lished at Harrisburg. The prejudice against the study of Grammar probably arose from the abstract method adopted in teaching it, from which unfortunately it has not yet wholly escaped.

Methods of teaching are in most respects as varied as are the characteristics or idiosyncrasies of teachers; but in the schools of our forefathers they had certain features in common which must be noted.

There was, to begin with, little uniformity in text-books. Children generally carried with them to school such books as they happened to have, and they were seldom asked to procure others. Instruction was imparted to the pupils in great measure as individuals, and not as formed in classes. The classification considered essential in a modern school was then an undiscovered art. Without any general control, the grading of schools into higher and lower was of course impossible. No attempt at such a thing was ever made, and, if made, could not have been successful. Each school was established without reference to any other; each had its own management, and would have considered its life sacrificed had it been forced to take an assigned place in an educational system.

Children were taught as if the only faculty they possessed needing culture was memory—as if the only intellectual appetite God had given them was for facts and forms. Spelling and Writing were the branches of learning best taught, and both of these are almost wholly mechanical. Branches naturally requiring thought were taught in such a way by rule and example as to become a mere exercise of the memory. This general statement will be enforced by details.

In giving instruction in the Alphabet, no charts were used, no blackboards, no slates, no blocks. Each child was called upon in turn, four or six times a day, "to say a lesson," which was done by the master's pointing to each letter and calling upon the child to name it, and if unable to do so, requiring him to repeat the name as given. The order was almost invariably from A to "Zed," or "Izzard," as the last letter of the Alphabet was generally called. At times the letters were repeated backwards; but he was an extraordinary teacher who had the ingenuity to require his pupils to name the letters when pointed out miscellaneously, or when named miscellaneously to point them out. The time required "to say a lesson" was on an average scarcely more than two minutes, and during all the hours of the intervening periods, the suffering chil-

dren were expected to sit on seats without backs and do nothing. It is to the credit of human nature that they were not often without employment!

"Spelling on the book" was taught by attempting to lead the pupil to give the names of syllables and words by naming the letters of which they are composed. The first lessons consisted of combinations of a vowel with one or more consonants, arranged so that a kind of rhyme aided the pronunciation; as, *ab, eb, ib*, etc.; *ba, be, bi*, etc.; *bla, ble, bli*, etc. Months were frequently spent in exercises of this kind, before the pupil made any attempt to read or to pronounce words without spelling them. "Spelling off the book" consisted in naming the letters of words pronounced for that purpose. Some columns in a Spelling-Book were usually assigned as a lesson, and the task was to study the words until they could be spelled from memory. The studying was done by repeating the letters of the words over and over; and when the voices of all the pupils in a school were joined in concert, as they frequently were in preparing the spelling lessons, the constantly increasing volume of sound could be heard far beyond the walls of the schoolhouse. It seemed to be understood that spelling lessons could be best prepared by uttering letters and words in a loud whisper, and many masters otherwise very strict disciplinarians, suffered the noise as an unavoidable annoyance, if not as an agreeable relief from schoolroom monotony. The whole process of learning to spell was purely mechanical, little effort ever being made to explain the meaning of the word of the lesson, and none at all to use them in the construction of sentences. But it must be added that these old schools turned out many good spellers, the memory being strengthened by the continued repetition and the effort to excel stimulated by the "trapping system" of recitation and the frequent spelling matches that varied the life of the school in the days of our forefathers. Besides, the attention of the pupils was less diverted by a multiplicity of studies than in more modern times.

The beginners in Reading were accustomed to spell nearly all the words as they went along before pronouncing them, thus forming habits that rendered it almost impossible for them ever to become good readers. No attention was paid to the definitions of words or to the meaning of sentences. Nothing whatever was required of young learners but correct pronunciation and some attention to arbitrary pauses at the several marks of punctuation. Forc

emphasis, inflection, expression, and in most cases, sense, were wholly ignored. To read well was in a general way to read fast, without being compelled to stop to spell any of the words. When pupils of the same grade happened to have books alike they read in classes; but it was no uncommon thing for one-half the pupils in a school to read each in his own book by himself. In such cases, even mistakes in pronunciation usually passed without correction.

Writing was probably better taught in the old schools than any other branch. There were then no "systems" of writing, no analyses of letters, no engraved copies of graded lessons; but the master generally wrote a fair, plain hand and the pupils were made to copy it. True, the first lessons given were meaningless "strokes," and "hooks" and "hangers;" but the course usually left the pupils in the command of a hand neat and legible. The first copy-books were made of sheets of foolscap paper folded double, cut open at the ends, sewed along the back and ruled with a lead pencil. The copies were set by the master either by writing lessons for imitation along the line at the top of the page or at the end of the line down the left-hand side. The master made and mended pens, and skill in this art was considered one of the prime qualifications of a good school-master. Makers of mischief thought themselves comparatively safe when a crowd gathered around the master's desk with pens to mend.

When pupils were without books, the master instructed them in Arithmetic either by dictating suitable problems for them to solve or by copying them from a mathematical manuscript or an Arithmetic kept for the purpose. With a book of his own, the pupil solved the problems contained in it in their proper order, working hard or taking it easy as pleased him, showed the solutions to the master, and if found correct generally copied them in a blank book provided for the purpose. The matter copied embraced about the whole contents of the Arithmetic, including headings, definitions, rules and examples. Some of these old manuscript "Cyphering Books," the best one may suppose, having come down through several generations, are still preserved among old family records, bearing testimony to the fair writing and the careful copying, if not to the Arithmetical knowledge, of those who prepared them. When a pupil was unable to solve a problem, he had recourse to the master who solved it for him. It sometimes happened that a dozen or twenty pupils stood at one time in a crowd around the master's desk, waiting with slates

and problems to be solved. There were no classes in Arithmetic, no explanations of processes either by master or pupil, no demonstrations of principles either asked for or given—the problems were solved, the answers obtained, the solutions copied and the work was considered complete. That some persons did obtain a good knowledge of Arithmetic under such teaching must be admitted, but the result was clearly due rather to native talent or hard personal labor than to wise direction.

So much of Geography and Grammar as was taught in the early schools was taught mainly by question and answer. The master read the question from the book, and the pupil gave the answer he had committed to memory. Taught in this way, without maps, globes, illustrations, pictures of life past or present, even Geography was a dull study: much more dull must Grammar have been, presented wholly in the form of abstract definitions and rules, uncombined with practical exercises of any kind.

Some things must be set down to the credit of the old schoolmaster. As a compensation to girls for the paucity of their instruction in other respects, provision was sometimes made for teaching them needle-work. In schools for girls in towns and villages and in the first girls' Boarding Schools this was the common practice. Whenever any girl may be said of their own conduct, an old-time schoolmaster, especially one of foreign birth, would not tolerate bad manners among his pupils. He required them to show him proper respect by addressing him "good morning" and "good evening" as they came into the schoolhouse or left it, and to take off their hats when they met him in the street or on the highway. They were also required to bow to some masters to lift their hats or make a courtesy to the strangers whom they met on their way to or from school, and to receive visitors by rising at their seats. Much more attention was given to religious instruction than is practicable in the public schools of the present day. In all the church schools, and in many others, Catechism was regularly taught. The earliest Primers, the Spell Books, and even the Arithmetics, contained religious exercises intermingled with other lessons. The Psalter, the New Testament and the Bible were read, re-read, and many portions committed to memory. There may have been something of form in all this; none can doubt that it was based upon a deep religious feeling, and was calculated to lead to a knowledge of sacred things and a reverence for the Supreme Being, as desirable now as then. True

this day we have Sunday-schools, Bible and catechetical classes, and the advantage of superior pastoral and home instruction ; but it remains a question whether our ways of conducting moral and religious education are better than the ways of our forefathers.

As contrasted with the discipline of the modern school, old-time school discipline was exceedingly severe. Its chief aim was to secure order, and force was the only means considered effective. Punishment was meted out for all grades of offences. The makers of mischief and the doers of evil in a school seldom escaped a full measure of chastisement, and small allowance was made for even the innocent indiscretions of youth. One of the first qualifications in the master of a school was considered to be his ability to keep order, and, to be prepared for an emergency, a bundle of well-seasoned rods was usually either concealed in his desk, or looked threateningly down upon timid urchins from a shelf on the wall behind it. A long list of rules was generally read to the pupils at the beginning of a school term, and it often happened that without waiting for offences to occur or to try milder modes of treatment, it was at once proclaimed that disobedience would be followed by punishment. Such a beginning was apt to be accepted as a challenge by the older pupils, and a contest immediately began between strength and vigilance on the one side, and cunning and pluck on the other. The victory was generally on the side of the master, but not always, and instances of his being overawed by the opposition or even of his being beaten and driven away were not uncommon. When not openly defied, he was at times made the subject of personal indignities, and tricks unknown in modern school-keeping were frequently played upon him. To secure a holiday or a treat, it was the custom, on occasion, to bar him out of the school-house, or to place obstructions in the chimney that caused the fire to go out or the room to be filled with smoke. His wig might be ingeniously removed from his head, his cue tied to his chair, the legs of his chair so weakened that it would not bear his weight, or his dinner mysteriously disappear, including, most likely, the almost indispensable bottle of rum.

The children were not spoiled on account of a sparing use of the rod in these old schools. None of them probably equalled in the number of punishments inflicted by the famous flogging school-master of Suabia, who in his fifty-three years of service, according to his own faithful record, administered the following: 911,500 can-

ings, 121,000 floggings, 209,000 custodies, 10,200 ear-boxes, 22,700 tasks, 136 tips with the rule, 700 boys caused to stand on peas, 6,000 to kneel on sharp-edged wood, 5,000 to wear the fool's cap, 1,700 to hold the rod—in all, 1,282,036 cases of punishment. But discipline in the early Pennsylvania schools was administered much in the same spirit, if not with the same zeal as in Suabia. An average of ten or even twenty whippings a day for a whole term, in one of these schools, neither excited surprise on the part of the pupils within, nor provoked inquiry in the neighborhood outside. There were multitudes of boys who received their whippings every day about as regularly as they recited or attempted to recite their lessons, and such was the temper of our tough old grandfathers, that, in addition, these luckless youths were apt to be whipped at home for being whipped at school. Instead of a rod on the back, a ruler on the hand was sometimes used; and in certain schools, for missed lessons, pupils were compelled to sit on a dunce block and wear a fool's cap or a pair of leathern spectacles. Petty punishments were common, such as snapping the forehead, twisting the nose, boxing or pulling the ears; and, sometimes, prolonged tortures were resorted to, like the following: holding a book in the open hand with the arm fully outstretched, bending the body so as to touch a nail in the floor with a finger, standing on one foot, sitting astride a sharp-edged trestle, etc. Offending pupils were frequently frightened by strong epithets, such as "dunce," "blockhead," "booby," "rascal," etc.

Somewhat of this severity in school discipline was owing to the stern manners of the times, and somewhat to schoolroom traditions for which preceding generations must bear a share of the responsibility. Certain it is that neither in Europe nor America had the idea come to be entertained, except by a few, that the best school government is a government that rules by love rather than by fear; that tempers justice with kindness; that trains up the child in the way he should go, overcoming and rooting out the bad, sowing the seeds of good and guarding well the growth of the tender plants; that with a gentle hand and a loving heart shapes a life which honors man and is well pleasing to God.

For the want of system in the management of the old schools, the want of grading and classification, there was some compensation. Such as it was, the pupils received individual instruction. Each was free in most branches to pursue a line of study by himself. He

frequently was allowed to read from a book of his own selection, and he could move along through his Arithmetic, Mensuration or Surveying fast or slow as suited his convenience or his taste. No force was brought to bear upon him to take up this study or drop that, and nothing was taken from his intellectual length or breadth to make him fit a fixed place in a class. A school was not then a mill expected to turn out grists, whatever the character of the grain, the same in quantity and quality. With our modern systems and grades and classes we have leveled up and thus improved the less gifted classes of society, but there is danger that we have leveled down as well, and may have in consequence deprived society of its born leaders. A loosely organized school of the old class could not do as much for the whole body of its pupils as a school graded and classified as is now the custom; but it might have done more for the few who possessed genius and marked individuality of character, for such as these thrive best when suffered to work in their own way and according to their own bent.

CHAPTER XI.

SCHOOLS OF OUR FOREFATHERS.

REPRESENTATIVE SCHOOLMASTERS. EARLY VIEWS OF EDUCATION. FRANK
LIN'S. DR. RUSH'S. CHRISTOPHER SOWER'S.

THE reader must now make the acquaintance of the old school—
masters. Of schoolmistresses there are few to be introduced—
In the early days, in Pennsylvania, women were employed in teach—
ing school to a very limited extent. It was a rare thing to find a
female teacher in a German settlement. Such teachers were most
numerous among the Friends and among the settlers from New
England, but even in communities of these classes of people, they
seldom held a more responsible position than that of the head of a
small private school, or were intrusted with the instruction of any
but the youngest children. The fact that so many women are nat—
urally qualified for the work of teaching is a discovery made at a
much later date.

Of the schoolmasters, a certain proportion were selected from the
neighborhood of the school to be supplied. In many neighbor—
hoods, teaching school as a distinct employment was unknown, and
in many others the services of professed schoolmasters were hard
to procure. Few people had then come to see that teaching a child
as he ought to be taught is a task of extreme difficulty, requiring,
if any work in the world does, the most careful special preparation.
The opinion was then common that keeping school was a business
so simple that almost any one was equal to it. All the master of a
school was expected in most cases to do, was to keep order and to
follow the usual routine method of giving instruction in the merest
elements of Reading, Writing, and Arithmetic. Under these cir—
cumstances, it is not to be wondered at that the heads of families
supporting a school should sometimes look around among them—
selves or their neighbors in search of a young man possessing the
physical strength and courage and the limited literary attainments
required of a schoolmaster; nor is it to be wondered at that it hap—
pened even more frequently, that some such young man, desiring to

employ to the best advantage a few spare months, or to make a little extra money, should offer of his own accord to take charge of a school. Hundreds of these inexperienced young men were employed as schoolmasters. As a class, they were at first extremely unskillful and awkward in the performance of their duties, possessing very limited knowledge of the branches of learning they undertook to teach, and having no conception whatever of the great art of teaching school. Their first essays were necessarily a series of blunders, but it is to their credit that after years of experimental work, some among them became fair scholars and good teachers.

Young men became schoolmasters then as now for the purpose of obtaining the money to pay for a course of higher instruction, or used the teachers' desk as a stepping-stone to a place in some other profession. Belonging to this class were some preparing with one hand to enter a classical school or a College, and teaching with the other; some half through their College course teaching in a half-hearted way and longing for the day to come when their half-earned pay would enable them to escape from the uncongenial work of the schoolroom, and others, students of theology, of medicine or of law, with time and strength preëmpted, like parasites living on the school but yielding it nothing in return. This class of schoolmasters was not large in the early days; it is perhaps proportionally as large to-day as it was a hundred or a hundred and fifty years ago, but unfortunately it has been at all times too large. When teaching comes to assume its proper rank among the learned professions, and to be able to maintain its own dignity as a calling requiring the most elaborate special preparation, this one-handed, half-hearted, make-shift way of keeping school will be considered an insufferable degradation; but it is only just to admit that on the whole, with all their shortcomings, the schools thus kept were about the best our grandfathers knew. Many of this class of masters were fair scholars, some of them, even if disliking the work of the schoolroom, had so much self-respect and so much regard for their reputation that they made an honest effort to succeed, and a few really distinguished themselves as teachers as they afterwards distinguished themselves in the profession of their choice. Among the names of the men of Pennsylvania most honored, there may be found a large number who began their career as schoolmasters. As examples, there may be named Robert Proud, the Historian; James Wilson, Justice of the Supreme Court of the United States; Gen. Jacob

Brown, who for a time was chief commander of the American army in the war of 1812; Joseph R. Chandler, the Journalist; Alexander Wilson, the distinguished Naturalist; Robert C. Grier, Justice of the Supreme Court of the United States; Asher Miner, editor and writer; George Wolf, the free-school Governor; Francis R. Shunk, the third Superintendent of Common Schools and the second Governor of the State under the Constitution of 1838; Thaddeus Stevens, the great lawyer and Congressional leader, and John W. Geary, Major General and Governor.

But the representative schoolmaster of by-gone times belonged to neither of the classes above designated. He constitutes a class by himself, the itinerant schoolmaster. The itinerant schoolmasters were mostly foreigners. A few of them came from New England, still fewer from Virginia, a small number were native Germans; but the great majority were Irish, Scotch or Scotch-Irish, with a sprinkling of straggling Englishmen. Most of them were without families and had no fixed residence; keeping school first in one place and then in another, wandering homeless up and down the country, some of them came to be well known throughout whole counties. They were not all, by any means, like the one publicly advertised for in the *Maryland Gazette*, in 1771: "Ran away—a servant man, who followed the occupation of schoolmaster, much given to drinking and gambling"; but as a class their knowledge was limited to the merest elements, they were odd in dress, eccentric in manners, and oftentimes intemperate. In the schoolroom, they were generally precise, formal, exacting and severe. Those who were good scholars, and there were College and University graduates among them, had either failed in some previous undertaking, met disappointment that had soured them against society and driven them to seek a livelihood in comparative isolation, or belonged to a class of queer characters and purposeless adventurers, "cranks," that find their way in large numbers to every new community and float about rudderless on the surface of its affairs. It must not be thought that none among them could teach a good school: this would be unjust. A few names have come down to us through the generations, revered for the noble, self-sacrificing work done long ago in some plain country schoolhouse, and, doubtless, many others, equally deserving, have been, in the lapse of time, forgotten. An unmarked grave and a blank in history and in the memory of men, is apt to be the fate of the faithful teacher at all times, though he may have done

more to shape the destinies of nations than the rulers in their councils or the leaders of their armies.

If there were few competent teachers of any class in the early schools of Pennsylvania, good reason can be found in the general condition of educational affairs. There was little about the schools to attract young men of ability and energy. The school-houses were uninviting—an old shop, an abandoned dwelling, a log cabin, or, at best, a small house built, in the plainest manner, of stone or wood. The furniture was about as rough as it could be made. The schools were generally open only two or three months in the year, the master's salary was often uncertain and always poor, seldom amounting to more than ten or twelve dollars a month, and frequently barely reaching one-half of these sums. It was customary, in most sections of the State, for the master to board around among the patrons of his school, remaining with each a stipulated time; and, in numerous instances, he was compelled to receive, in payment for his services, contributions in wood, wheat, corn, potatoes, pork or butter. In addition to all this, the schoolmaster, except in the best organized church schools, had no assured social position. He was a man unrecognized among the positive forces of society outside of his own narrow sphere, and unwelcomed by men of affairs in business or practical circles. The wonder is that under these circumstances, among the schoolmasters of the past, any one could be found with a single talent or a spark of ambition. The fact that there were at all times some men of ability engaged in the work of teaching, actuated as they must have been by the spirit of missionaries, is a green spot in the educational history of the early days. The names of many of these men will appear in the different chapters of this book, but to compile anything like a full and fair list of them is impracticable. The reader must be content with brief sketches of the characteristics and opinions of a few old schoolmasters considered representative.

Rowland Jones was most likely either Welsh or English. He represents the eccentric and somewhat unbalanced class of foreigners engaged in keeping school in the early part of the eighteenth century. He taught the schools connected with the Episcopal churches at Chester and Radnor, about 1730. The churchwardens at Chester recommended him "as a man who attends church and partakes of communion." In a letter to Rev. Dr. David Humphreys, he gave the following account of his method of teaching:

Sir, you required an account of my method of instruction in school. I endeavor, for beginners, to get Primers with syllables, viz., from one to 2, 4, 5, 6, 7 or 8. I take them several times over them till they are perfect, by way of repeating according as I find occasion, and then to some place forward according to their capacity and commonly every two or three leaves I make them repeat perhaps two or three times over, and when they get the Primer pretty well I serve them so in the Psalter, and we have some Psalter with the proverbs at the latter end. I give them that to learn, the which take to be very agreeable, and still follow repetitions till I find they are masters of such places. Then I move them into such places as I judge they are fit for, either in the New or Old Testament, and as I find they advance I move them not regarding the beginning nor ending of the Bible, but moving them where I think they may have benefit by. So making of them perfect in the vowels, consonants and diphthongs, and when they go on in their reading clean without any noising, singing or stumbling, with deliberate way then I set them to begin the Bible in order to go throughout. And when they begin writing I follow them in the letters till they come to cut pretty clear letters and then one syllable and so to 2, 3, 4, and to the longest words, and when they join handsomely I give them some sweet pleasing verses, some perhaps on their business, some on behaviour, and some on their duty to parents, etc., of such I seldom want them at command, and when they come to manage double copies readily I give them some delightful sentences of Proverbs or some places in the Psalms or any part of the Bible as they are of forwardness and also to other fancies that may be for their benefit. And when I set them cyphering I keep them to my old fancy of repeating and shall go over every rule till they are in a case to move forward and so on. And I find no way that goes beyond that of repeating both in spelling, reading, writing and cyphering, and several gentlemen, viz., Ministers and other have commended it and some schoolmasters take to it, and though I speak it I have met with no children of the standing or time of mine, could come up with them on all accounts or hardly upon any; I also give them tasks when able, to learn out of books according to their ability, but one girl exceeded all. She had a great many parts in the Bible by heart and had the whole book of St. John and hardly would miss a word. I put them to spell twice a week and likewise to Catechism, and likewise I catechise every Saturday and often on Thursdays. Sometimes I set them to sing Psalms.

David James Dove came to this country in 1758-9. He taught languages in the Academy at Philadelphia, was the first English master in the Germantown Academy, and at one time had charge of a school of his own in Germantown. He wrote poetry, dabbled in politics, but was best known as a caricaturist. Judge Peters, who had been one of his pupils, characterizes him as "a sarcastical and ill tempered doggereliser, and was called *Dove* ironically—for his temper was that of a hawk, and his pen was the beak of a falcon pouncing on innocent prey." Graydon, in his *Memoirs*, thus describes his methods of discipline: "His birch was rarely used in the customary method. He generally stuck it into the back part of th

collar of the unfortunate culprit, who, with this badge of disgrace towering from his nape like a broom at the mast-head of a vessel for sale, was compelled to take his stand upon the top of the form for such a period of time as his offence was thought to deserve. Boys late at school were sent for by committees. Five or six boys were sent for them with a bell and lighted lantern, and thus escorted with the tinkling of the bell, they were brought to school. Upon being late himself, on one occasion, he was waited upon by the usual committee and good-naturedly suffered himself to be brought as a culprit to the schoolhouse."

John Todd, the "master of scholars," was an old-time teacher in the Friends' Public School, Philadelphia. He was a Friend, and dressed and spoke after the manner of Friends. In study he was exacting and in discipline severe. An anonymous writer, "Lang Syne," quoted by Watson, gives the following description of a morning outbreak: "After one hour, maybe, of quiet time, everything going smoothly on—boys at their tasks—no sound, but from the master's voice, while hearing the one standing near him—a dead calm—when suddenly a brisk slap on the ear or face, for something or for nothing, gave 'dreadful note' that an irruption of the lava was now about to take place. Next thing to be seen was 'strap in full play over the head and shoulders of Pilgarlic.' The passion of the master 'growing by what it fed on,' and wanting elbow room, the chair would be quickly thrust on one side, when, with sudden gripe, he was to be seen dragging his struggling suppliant to the flogging ground, in the centre of the room. Having placed his left foot upon the end of a bench, he then, with a patent jerk, peculiar to himself, would have the boy completely horsed across his knee, with his left hand on the back of his neck to keep him securely on. In the hurry of the moment he would bring his long pen with him, griped between his strong teeth, visible the while, causing the both ends to descend to a parallel with his chin, and adding much to the terror of the scene. His face would assume a deep claret color—his little bob of hair would disengage itself, and stand out, each 'particular hair,' as it were, 'up in arms and eager for the fray.' Having his victim thus completely at command, and all useless drapery drawn up to a bunch above the waistband, and the rotundity and the nankeen in the closest affinity possible for them to be, then, once more to the 'staring crew,' would be exhibited the dexterity of master and strap. By long practice he had arrived at such perfection in

the exercise, that, moving in quick time, the fifteen inches of brid rein, alias strap, would be seen, after every cut, elevated to a perpendicular above his head, from whence it descended like a flail upon the stretched nankeen, leaving, 'on the place beneath,' a fiery red streak at every slash. It was customary with him to address the sufferer at intervals, as follows: 'Does it hurt?'—('O! yes, master O! don't, master,')—'then, I'll make it hurt thee more—I'll make thy flesh creep—thou sha'nt want a warming pan to-night—intolerable being! Nothing in nature is able to prevail upon thee, but my strap.'"

Quite in contrast with the severity of the hasty-tempered Jol Todd was the mild discipline of the kind-hearted Anthony Benezet who spent nearly a half a century in the work of teaching. Benezet was born in France, but having joined the Society of Friends, England, he came to Philadelphia in 1731, aged eighteen. In 1733 he taught school in Germantown. In 1742, he became English tutor in the Friends' Public School, Philadelphia. In 1755, he established a school for girls which owing to its literary and moral excellence was largely patronized by the best classes of citizens for many years. About 1750, he began to give, in the evenings, in addition to labors in connection with his own school, gratuitous instruction to negroes. He continued these self-sacrificing efforts on behalf of a down-trodden people until the Friends, in good measure through his influence, established their free school for colored people. Of this school he took charge and faithfully devoted the last years of his life to giving instruction in it; and, dying, bequeathed to it his little fortune. In the words of his will his estate with the exception of a few small legacies, was left "to hire or employ a religious minded person or persons to teach a number of negro, mulatto or Indian children to read, write, arithmetic, plain accounts, needle-work, etc.; and it is my particular desire, founded on the experience I have had in that service, that in the choice of such tutor, special care may be had to prefer an industrious, careful person of true piety, who may become suitably qualified and would undertake the service for a principle of charity, to one more highly learned not equally disposed." Of the capacity of the colored people to receive an education Benezet says, and it required courage to say it at that day: "I can with truth and sincerity declare, that I have found amongst the negroes as great a variety of talents as amongst a like number of whites, and I am bold to assert, that the

notion entertained by some, that the blacks are inferior in their capacities, is a vulgar prejudice, founded on the pride or ignorance of their lordly masters, who have kept their slaves at such a distance as to be unable to form a right judgment of them."

Benezet introduced a great reform in the school discipline of the times. He discarded force and governed his school by kindness, appealing to the sense of manliness, honor and right in his pupils and not to that of fear. Straps, and rods, and rulers he threw aside as barbaric. To him they were simply implements of torture and wholly out of place in the school room. His pupils may not have been so quiet as those in whom every youthful emotion is paralyzed by fear; but their growth both intellectual and moral was incomparably more healthy. In 1783, one year before his death he writes, thus wisely, of education in general:

With respect to the education of youth, I would propose, as the fruit of forty years' experience, that when pupils are proficient in the use of the pen, and have become sufficiently acquainted with the English Grammar and the useful parts of Arithmetic, they should be taught Mensuration of Superfices and Solids, as it helps the mind in many necessary matters, particularly the use of the scale and the compass; and will open the way for those parts of the Mathematics, which their peculiar situations may afterwards make necessary. It would also be profitable for every scholar of both sexes to go through and understand a short but very plain set of merchants' accounts in single entry, particularly adapted to the civil uses of life. And in order to perfect their education in a useful and agreeable way, both to themselves and others, I would propose to give them a general knowledge of the mechanical powers, Geography and the elements of Astronomy; the use of the microscope might also be profitably added, in discovering the minuter parts of the creation; this with the knowledge of the magnitude and courses of those mighty bodies which surround us, would tend to exalt their ideas. Such parts of History as may tend to give them a right idea of the corruption of the human heart, the dreadful nature and effects of war, the advantage of virtue, etc., are also necessary parts of an education founded upon Christian and reasonable principles. These several instructions should be inculcated on a religious plan, in such a way as may prove delightful, rather than a painful labor, both to teachers and pupils. It might also be profitable to give lads of bright genius some plain lectures upon Anatomy, the wondrous frame of man, deducing therefrom the advantage of a plain, simple way of life, enforcing upon their understanding the kind efforts of nature to maintain the human frame in a state of health with little medical help, but what abstinence and exercise will afford. These necessary parts of knowledge so useful in directing the youthful mind in the path of virtue and wisdom, might be presented by way of lectures, which the pupils should write down, and when corrected should be copied in a neat bound book to be kept for future perusal.

If contrary to his wishes, a memorial should be erected to his

memory, Benezet desired to have inscribed on it these humble words:

ANTHONY BENEZET
WAS
A POOR CREATURE;
AND,
THROUGH DIVINE FAVOR,
WAS
ENABLED TO KNOW IT.

Among the old schoolmasters, there were some whose methods of teaching and whose opinions on educational subjects were greatly in advance of the times. Of these "preachers in the wilderness," heralds of the brighter day coming, none are more worthy to be named than John Downey, Walter R. Johnson and Dr. John M. Keagy.

John Downey settled in Harrisburg during the first decade of its history, and taught a school for a number of years. He was, also, Justice of the Peace, Town Clerk, and Member of the Assembly. In a formal letter addressed to Governor Mifflin, in 1796, he discussed the whole subject of education, showing a wonderful sense of its importance in a government like ours and a clear conception of the nature of the system necessary to make it general.

Of the results to be expected from a want of intellectual culture, he says: "From this source, finesse, hypocrisy, and property, already begin to overbalance talents and virtue; and society is again threatened with the return of superstition and tyranny, from whose baneful influences we thought we had got free. This pestiferous malady I would trace to a radical defect in our Constitution, with whose vital essence a universal system of education ought to have been interwoven, which might safely leave the speculative doctrines of religion to the zeal of its numerous varying sectaries, and embrace only those subjects connected with man's interests and happiness as a member of civil society, and over which, alone, society has any control."

As an outline of what should be taught, he proposes, "that the child be entertained with a simple history of such objects as are daily presented to him, through the medium of the senses, and this impressed by such anecdotes as are calculated to awaken attention. From this history of external objects, he may rise to morals, and universal morality may be inculcated by such interesting examples of individual morality, as may fix the heart in the interests of hu-

nity and virtue. The private interest and the usefulness of the individual may now be attended to, by teaching him Writing, Arithmetic, Book-keeping, Mensuration, Mathematics, and Geography, either with his duties and importance to society, in consequence of this culture."

The following are points in his comprehensive plan of a State system of education:

The elementary branches to be taught in two or more schools, in each township, supported by an annual tax upon property.

The more advanced parts of science in one school in each township, and supported in the same way.

More liberal science may be cultivated at an Academy, erected in each county, which a very moderate assessment, throughout the county, will be sufficient to support.

Attendance upon these schools for a sufficient time, ought to be strictly enforced under an adequate penalty.

Valter R. Johnson came to Pennsylvania from Massachusetts, in 1820, to take charge of Germantown Academy. He had graduated at Harvard about a year before at the age of twenty-five. He continued to teach at Germantown until 1826, when he became Principal of the High School established by the Franklin Institute mainly for the purpose of affording the industrial classes instruction in the sciences and arts. As a teacher Prof. Johnson was very strict in discipline, and very thorough in his methods of instruction. His entire system of mental training was new in Pennsylvania and very much resembled that of a German Gymnasium or an American Normal School at the present day. On account of its economy, the monitorial system, then popular in Philadelphia, was introduced into the High School. The third annual report states that of the three hundred and four students, "three hundred study the English language, one hundred and fifty-three the French, one hundred and thirty the Latin, fifty-five Greek, forty-five Spanish, twenty German, one hundred and forty Geography, three hundred Elocution, two hundred and thirty-one Linear Drawing and all Arithmetic or some branch of Mathematics." Outside of the school, the Principal delivered courses of lectures on mechanics and natural philosophy and other scientific subjects. But he was much more than a teacher and a scientist; he was an educator in the broadest sense. He saw the necessity of a radical educational reform, and he was one of the foremost men of the day in advocating the establishment of free schools, seminaries for teachers, and schools of art. In 1822, he published thirteen

essays on education in the "Commonwealth," Harrisburg, in which he suggests the establishment of a Common School system. These were followed by other essays of the same kind published in the "Journal of the Franklin Institute." His "Improvement of Seminaries of Learning" and "Plan of a School for Teachers" appeared in 1825. Then followed at various times a series of papers including a letter to Samuel Breck on the subject of Common School Manual Labor Schools and Seminaries for Teachers, intended to have a bearing upon the great question of free schools then pending and no one did more than Prof. Johnson to enlighten public sentiment on that issue during the critical years from 1822 to 1834. The measure most urgently pressed by Prof. Johnson was the establishment of a school for teachers. His ideas on this subject were far in advance of the time and embraced every important feature of the modern Normal School. The following quotations from one of his pamphlets will be sufficient to show the breadth of his views:

We have theological seminaries, law schools, medical colleges, military academies, institutes for mechanics, and colleges of pharmacy for apothecaries; but no shadow of an appropriate institution to qualify persons for discharging with ability and success the duties of instruction, either in these professional seminaries or in any other. Men have been apparently presumed to be qualified to teach from the moment that they passed the period of ordinary pupilage—a supposition which with few exceptions must of course lead on to disappointment and mortification.

Many persons, we have reason to believe, commence the business of instructing, not only with few qualifications for communicating knowledge, but even without any fixed plan of proceeding, or any definite ideas of the peculiar duties and difficulties of the employment. With such persons the operation is altogether tentative, a system of temporary expedients, or no system at all.

The school for teachers ought not to be an insulated establishment, but to be connected with some institution, where an extensive range in the sciences is taken, and where pupils of different classes are pursuing the various departments of education adapted to their respective ages. The practice of superintending, of arranging into classes, instructing and governing, ought to form one part of the duty of the young teacher. The attending of lectures on the science of mental development and the various collateral topics should constitute another. An extensive course of reading and study of authors who have written with ability and practical good sense on the subject, would be necessary in order to expand the mind and free it from those prejudices on this subject which are apt to adhere even to persons who fancy themselves farthest removed from their influence.

John M. Keagy, M. D., was born in Martic township, Lancaster county, about the year 1795. He was of German descent. He studied medicine, but relinquishing the practice, he opened a school

in Harrisburg, in 1826. A building was soon after erected for the school and planned to suit the master. The schoolroom was arranged for one hundred pupils, fifty of each sex, separated by a partition placed in the middle longitudinally, and composed of a series of long blackboards, sliding vertically in posts to the ceiling, to admit of turning the room into a single hall when required. The master and his assistant occupied the space at each end of the dividing blackboard, and had the entire school in view. The desks were shaped like the letter U, with the openings towards the wall. In each opening there was a single desk for the monitor, who sat facing the nine pupils who occupied seats at the desk in his immediate front. This arrangement was according to the Lancasterian plan. After teaching very successfully at Harrisburg for several years, he was elected to a position in the Friends' Public School, Philadelphia, and subsequently to a Professorship in Dickinson College; the latter he did not live to fill. While in Philadelphia, Dr. Keagy was an active member of the "Philadelphia Association of Teachers;" and in 1831 his name appears as the chairman of a committee of that body, appended to a circular, doubtless the product of his pen, addressed "To Teachers and Friends of Education throughout the State of Pennsylvania," urging them, among other things, "to investigate those principles appertaining to the philosophy of mind, its faculties, their arrangement, the connection subsisting between the moral, intellectual, and physical powers, and the best methods of development;" "to awaken public attention" to the importance of education; to improve existing systems and methods of instruction, by instituting series of lectures on the subject, and the publication of a cheap periodical devoted to this interest, and "to hold, annually, a general convention of teachers." In 1835, a different committee of the same body, but with Dr. Keagy still at its head, issued a call for a State educational convention, to be held at West Chester. The convention was held, continued in session two days, and resulted in the formation of a permanent organization, with a Constitution expressing as its objects "the advancement of education throughout the State, especially through the medium of schools and lyceums, and to co-operate with other lyceums in the diffusion of useful knowledge." Dr. Keagy was a Vice-President both of the Convention and of the Association that grew out of it. He also aided in establishing and conducting the "Schoolmaster," an educational periodical, which appeared in Philadelphia, in 1836, under the editorship of John Frost.

As a disciplinarian, Dr. Keagy was firm but kind. His methods of instruction were rational, without any of the mechanical so common in his day. He was well versed in the natural sciences and taught them for the most part orally. His knowledge of languages included the Latin, Greek, Hebrew, French, and German. In 1819, he published a series of educational articles in the *Chronicle*, which, in 1824, he re-published in pamphlet form at Harrisburg, with the title: "An Essay on English Education Together with some Observations on the present mode of Teaching the English Language." In 1827 appeared his "Pestalozzi's Primer, or First Step in Teaching Children the Art of Reading and Thinking." This little book of one hundred and twenty-six pages was really a work on Object Lessons, the first probably published in America. It contained "Thinking Lessons" and "Lessons on Generalization;" and in his introduction the author recognized that in teaching children to read we should begin with entire words and not with letters—teaching words as he says "as if the Chinese symbols." Had the word-method of teaching Reading an earlier origin?

Apart from the learned Pastorius who taught the Friends' school in Philadelphia, in 1698, and a day school for both sexes, an evening school for such as could not attend the day school in the mantown, from 1702 for some years onward, and who left some educational works in manuscript, two names stand out most prominently as representatives of the plain German schoolmasters of those days, those of Christopher Dock, who taught some fifty years at Skippack, and Ludwig Höcker, of Ephrata, whose service in the schoolroom must have been of about equal length. Of the latter the little that is known has been told; but the former for many years left a book giving an account of his methods of teaching and managing a school. This book of which only two or three copies of the original edition are known to exist, was recently translated into English by Samuel W. Pennypacker, of Philadelphia, and the extracts from it that are to follow are given according to his translation. Dock was a Mennonite, and his school was mainly patronized by Mennonites and other plain German people; but his skill as a teacher became so widely known that Christopher Sower, the Philadelphia mantown publisher, conceived the design of obtaining from Dock a description of his school-work with a view to its publication. It is interesting to find that the schoolmaster was exceedingly modest and wo

readily consent to do a thing that might conduce to his own praise, Sower thought it best to approach him through a mutual friend. The book was therefore written in answer to a series of questions prepared by Sower and placed in Dock's hands by Dilman Kolb, a prominent Mennonite preacher. The manuscript was completed August 8, 1750, but it was understood that the work should not be printed during the writer's life-time. After nineteen years' delay, the schoolmaster's consent to its publication was obtained, and the book was printed.

In a prefatory note, Dock describes the duties and difficulties of a schoolmaster's work, saying that he engaged in it in order that he might "erect something to the honor of God, and the benefit of the young." He then tells how he received children into his school and how he rewarded the industrious and got rid of the lazy and incorrigible. He examined his pupils every morning to see "whether they are washed and combed;" and his opening exercises consisted in singing a hymn and prayer. All knelt while repeating the Lord's Prayer. The ten commandments and other Scripture texts were committed to memory. The New Testament was used as a reading book and much of it was learned by heart. The pupils who did not know their lessons were not punished with a rod, but were shamed into industrious habits by having their names written down and the epithet "lazy" shouted at them by the whole school. Going out during school hours was regulated by a wooden strip which hung at the door. If the strip were not in its place, some one had gone out, and others must wait until he came in when they could go out in turn.

The A-B-C's were taught by requiring the pupil to name them in order after the teacher and by himself, but he was also required to point them out and name them miscellaneously. As an exercise in Spelling the pupil named the letters and the teacher pronounced the words, and then the process was reversed, the teacher naming the letters and the pupil pronouncing the words. A narrow board painted black with three lines of musical staves was used for teaching music and explaining Arithmetic. Numeration was taught with this board by placing cyphers first on one side and then on the other of certain digits and explaining the change in value. The whole school received instruction in letter writing, the pupils being required to write letters to one another, and to the pupils of a neighboring school.

The schoolmaster held that "the slap with the hand, the hazel switch, and the birch rod, are all means to prevent the breaking forth of evil, but they are no means to change the depraved heart; hence the discipline of this old school aimed to go down deep enough to cut up evil propensities by the roots. Profanity was broken up by simply explaining the awful purport of the words used, by keeping the offender apart from the other pupils with "a yoke around his neck," or by requiring him to find bail for future good behavior among his schoolmate friends. For a lie, no bail was received; and for persistent lying severe punishment was inflicted. "To protect against stealing," says the schoolmaster, "I have made an order that no children at school or on the road, or at home without my knowledge, and that of parents, shall give away or trade anything; also that whenever they find anything in school, or on the road, or wherever it may be, they must show it to me. What they find belongs not to them for themselves, but to him who lost it; but if after it has been made known a long time, he cannot be discovered, it belongs to him who found it. Through these means it has been brought about, praise God! that there is little necessity for punishment on this account." If children quarrel, "It is said to them that if they are not inclined to come into accord, they shall be separated at once from the other scholars, and shall sit together upon the punishment bench until they do agree, and if not, the merited punishment will follow. But it rarely goes so far that they separate and go upon the punishment bench; rather they stretch their hands to each other and the whole thing is over and the process has an end."

The children were allowed to learn their lessons aloud as was generally customary in the schools of those days, but during recitations no talking or whispering was permitted, and a watcher was appointed from among the most reliable pupils to report offenders. To the question, "How do you treat the children with love, that they both love and fear you?" a long answer is given, the substance of which may be found in the following paragraph: "If parents and schoolmasters show an upright and fatherly love to the children, it is to be hoped that will produce an upright, filial love on the part of the children. When such a love on the part of the children comes to the front, it is to be hoped that if this seed is not choked off, but continues to increase, it will produce a blessed harvest in the end. But if freedom overpowers this love, and lights and kin-

dles a wild fire, there must, as has been said, be brought together love, training and instruction in the Lord, and they must be used for a continual scourge or rod of love, in the hope that thereout love, fear and obedience will arise, but all through God's merciful blessing, help and support, since He must be besought to give aid in the planting and watering."

As children of different religious denominations attended the school, the Catechism was not taught; but the schoolmaster near the close of his book explains his admirable method of making his pupils familiar with what he calls the "honey-flowers" of the New Testament. This he did by giving the pupils as an exercise a certain number of quotations from the Scriptures concerning a particular truth or fact, and requiring them to find their proper place in the Bible. When found the quotations were read and questions answered and remarks made concerning the truths they embodied. "In the course of this exercise" says the schoolmaster, "I have often been compelled to wonder how God has prepared for himself praise out of the mouths of babes and sucklings, in order to overpower the enemy in his pursuits."

In addition to his work on teaching, of which a brief synopsis is above given, Dock wrote several articles of an educational character which were published in Sower's *Geistliches Magazien*, among them "A Hundred Necessary Rules of Conduct for Children," in 1764, said to be the first American book on the subject of etiquette. He was also the author of a number of hymns, some of which are still used in Mennonite religious exercises.

Two or three examples will be given of a scholarly but eccentric class of schoolmasters common one hundred years ago.

Andrew McMinn taught at Newtown, Bucks county, for forty years, commencing in 1772. He is reputed to have been a good scholar and must have possessed some of the qualifications of a good teacher, or he could hardly have remained so long in one place. He was fond of rum, and sometimes its effects partially incapacitated him for his duties. In the schoolroom, he always sat in a large arm-chair, a tall, rough man, wearing at all times a three-cornered, broad-brimmed hat, chewing tobacco and keeping the floor defiled all around him.

Thomas Neill, a schoolmaster in the Wyoming region before the massacre in 1778, is thus described by a local historian: "Neill was an Irishman, of middle age, learned, a Catholic, a Freemason, fond

of dress, remarkable for his fine flow of spirits and pleasing manners, a bachelor and a schoolmaster."

One of the most prominent schoolmasters in Carbon county, just before the adoption of the common school system, was James Nowlins. He was a good scholar and taught the higher branches of learning in Mauch Chunk to many who became leading citizens. He would allow no dull pupil to remain in his school. When such a one chanced to enter, he would send him away at once with words like these: "What God has denied you, I cannot give you; take your books and go home." The instrument used for inflicting punishment was a short hickory club, with leather thongs fastened to one end, which he called his "Taws." In discipline he was exceedingly severe, his whippings leaving an impression that the lapses of fifty years could not efface from the minds of his pupils.

Of the many driven by pecuniary loss or misfortune to become schoolmasters, it is sufficient to name Baron Wilhelm Heinrich Stiegel and Andrew Forsyth.

Baron Stiegel taught an unpretentious school at Womelsdorf, Berks county, about 1765. He had been an ironmaster and a glass manufacturer, and owned hundreds of acres of land. His castles at Manheim, Lancaster county, and near Schaefferstown, Lebanon county, were the wonder of the country. He lived in true baronial style. On his journeys he was usually accompanied by a body of retainers, and his return to his castle was announced by the booming of a cannon, and his welcome proclaimed by a band of music stationed on the house-top. Living too fast, his whole property was at length sold by the sheriff, and he was compelled to maintain himself by teaching a little school—how well he taught is unknown.

Andrew Forsyth taught school in Montour county about the beginning of the present century. He is said to have descended from a noble Scotch family, and was the friend of Washington during the Revolution. He made great sacrifices for the cause of liberty, and lost all his fortune by the depreciation of the colonial money. He died while engaged in teaching.

Two schoolmistresses will be named: the first, Mrs. Mary Paxon, is introduced to represent a considerable number of women who taught in the early days, small, private or family schools, resembling the Dame Schools of Great Britain; the second, Miss Eliza Finch, one of the very few females employed in old times in schools of an advanced grade.

About 1804, Mrs. Paxon opened a school in her own residence near the Friends' meeting-house, Catawissa. Her pupils were mostly children beginning their studies. She taught the elements of Reading, Writing and Arithmetic; and, in addition, gave instruction to the girls in sewing and knitting. With the lax discipline of such schools, she allowed her pupils to come and go at any hour of the day agreed upon.

Miss Finch's teaching was done about 1823, in the old Logan House, Chester. Hers was the first graded school in that section of the State, and she received pupils of both sexes and all ages. Somewhat strong-minded, she at times employed a male assistant. Commodore Porter and other leading citizens patronized the school. Offenders were punished after a method common in the old schools of Europe, by being compelled to stand in a conspicuous place in the schoolroom and wear a dunce-cap. The dunce-cap was a tall, painted cap, made of pasteboard and ornamented with ribbons.

To complete our gallery of pictures, we present the following examples of old Irish schoolmasters of the genuine type.

Pennypacker, in his *Annals of Phoenixville*, introduces "Paddy" Doyle, who many years ago selected that place as the sphere of his usefulness. He says of him: "The fathers in those days had but to suggest to their refractory sons the possibility of their being placed under Paddy's instruction, and the most obstinate became subdued and submissive. He was short and round in person, and his nationality was revealed by a very decided brogue; his information was limited to the rudiments of Reading, Writing and 'Arithmetic;' his irascible temper was easily aroused by anything that seemed to threaten the dignity or authority of his calling; and he was thoroughly imbued with the idea that the only way to reach the intellects of boys was over the seats of their breeches. His rods, designated by the soft and seductive title of 'mint-sticks,' were arranged in the school-room in rows, and were graded in proportion to the sizes of the unfortunate youths who awakened his wrath."

Robert Williams, or as he was called from his manner of walking, "Tiptoe Bobby," taught for some years in the old log school-house at Greensburg. One who knew him well thus describes his peculiarities: "Bobby occupied a chair at the eastern end of the house; and, by his side, on a peg in the wall, hung what he called the 'Taws.' This cat-o'-nine tails was composed of the butt-end of a rawhide, with several strips of leather nailed on the smaller end.

On a peg near the door hung a small block suspended by a string. This was called the 'Poulter.' This Poulter was a sort of ticket-of-leave, and whoever could get it was permitted to go out for a short time. Others who desired temporary absence, could only obtain it by asking for it. At the eastern end of the room stood a block about three feet high, surmounted by a rudely constructed head-covering of about the same height, made of a portion of gray fox-skin, with the tail stuck on top. It was called the 'Dunce-cap,' and had to be donned not only by those boys who failed to come up to the standard of the master in reciting their lessons or in diligence in study, but also by those whose offences were not deemed grave enough for the application of the 'Taws' or the ruler. Seated or standing upon the block, thus equipped, the offending urchin became the target for the light missiles and rude jokes of his schoolmates. Moreover, he was compelled to whittle a hard stick with a dull knife until the tender hand became sore. This was done, perhaps, to teach habits of industry. There was a unique instrument used by the master for calling an offender to his chair. It was a raccoon's tail, with a slight weight at the butt-end. This was thrown with great accuracy at the culprit, who was compelled to return it in his hand to receive the intended punishment."

Dr. Franklin was not a teacher, but with that wonderful breadth that characterized all his thinking, he understood the value and appreciated the necessity of education better than any man of his time. It seems proper, therefore, to include in this chapter some extracts from his "Sketch of an English School," written, in 1749, for the consideration of the trustees of the Philadelphia Academy, Age has not lessened the wisdom of his advice.

Contemplating a school of six grades or classes, and assuming that pupils would not be admitted into the school without at least an elementary knowledge of Reading and Writing, Dr. Franklin proposed the following course of study in English, with the suggested method of teaching:

The First or Lowest Class.—Let the first class learn the English Grammar rules, and at the same time let particular care be taken to improve them in Orthography. Perhaps the latter is best done by pairing the scholars; two of those nearest equal in their spelling to be put together. Let these strive for victory; each propounding ten words every day to the other to be spelled. He that spells truly most of the other's words, is victor for that day; he that is victor most days in a month to obtain a prize, a pretty, neat book of

some kind, useful in their future studies. This method fixes the attention of children extremely to the orthography of words, and makes them good spellers very early. It is a shame for a man to be so ignorant of this little art, in his own language, as to be perpetually confounding words of like sound and different significations; the consciousness of which defect makes some men, otherwise of good learning and understanding, averse to writing even a common letter.

Let the pieces read by the scholars in this class be short; such as Croxal's fables and little stories. In giving the lesson, let it be read to them; let the meaning of the difficult words in it be explained to them; and let them con it over by themselves before they are called to read to the master or usher, who is to take particular care that they do not read too fast, and that they duly observe the stops and pauses. A vocabulary of the most usual difficult words might be formed for their use, with explanations; and they might daily get a few of these words and explanations by heart, which would a little exercise their memories; or at least they might write a number of them in a small book for that purpose, which would help to fix the meaning of those words in their minds, and at the same time furnish every one with a little dictionary for his future use.

The Second Class.—To be taught Reading with attention, and with proper modulations of the voice, according to the sentiment and the subject.

Some short pieces, not exceeding the length of a Spectator, to be given this class for lessons, and some of the easier Spectators would be very suitable for the purpose. These lessons might be given every night as tasks; the scholar to study them against the morning. Let it then be required of them to give an account, first of the parts of speech, and construction of one or two sentences. This will oblige them to recur frequently to their grammar, and fix its principal rules in their memory. Next, of the intention of the writer, or the scope of the piece, the meaning of each sentence, and of every uncommon word. This would early acquaint them with the meaning and force of words, and give them that most necessary habit of reading with attention. The master is then to read the piece with the proper modulations of voice, due emphasis, and suitable action, where action is required; and put the youth on imitating his manner.

When the author has used an expression not the best, let it be pointed out; and let his beauties be particularly remarked to the youth.

Let the lessons for reading be varied, that the youth may be made acquainted with good styles of all kinds in prose and verse, and the proper manner of reading each kind—sometimes a well-told story, a piece of a sermon, a general's speech to his soldiers, a speech in a tragedy, some part of a comedy, an ode, a satire, a letter, blank verse, Hudibrastic, heroic, etc. But let such lessons be chosen for reading as contain some useful instruction, whereby the understanding or morals of youth may at the same time be improved.

It is required that they should first study and understand the lessons, before they are put upon reading them properly; to which end each boy should have an English Dictionary to help him over difficulties. When our boys read English to us, we are apt to imagine they understand what they read, because we do, and because it is their mother tongue. But they often read as parrots speak, knowing little or nothing of the meaning. And it is impossible a

reader should give due modulation to his voice, and pronounce properly, unless his understanding goes before his tongue, and makes him master of the sentiment. Accustoming boys to read aloud what they do not first understand, is the cause of those even set tones so common among readers, which when they have once got a habit of using, they find so difficult to correct; and which means, among fifty readers, we scarcely find a good one. For want of good reading, pieces published with a view to influence the minds of men, for their own or the public benefit, lose half their force. Were there but one good reader in a neighborhood, a public orator might be heard throughout the nation with the same advantages, and have the same effect upon his audience as if they stood within the reach of his voice.

The Third Class.—To be taught speaking properly and gracefully, which is near akin to good reading, and naturally follows it in the studies of youth. Let the scholars of this class begin with learning the elements of Rhetoric from some short system, so as to be able to give an account of the most useful tropes and figures. Let all their bad habits of speaking, all offences against good grammar, all corrupt or foreign accents, and all improper phrases, be pointed out to them. Short speeches from the Roman or other history, or from the parliamentary debates, might be got by heart, and delivered with proper action, etc. Speeches and scenes in our best tragedies and comedies, avoiding everything that could injure the morals of youth might likewise be got by rote, and the boys exercised in delivering or acting them; great care being taken to form their manner after the truest models.

In their further improvement, and a little to vary their studies, let them next begin to read history, after having got by heart a short table of the principal epochs in chronology. They may begin with Rollin's Ancient and Roman Histories, and proceed at proper hours, as they go through the subsequent classes, with the best histories of our own nation and colonies. Let emulation be excited among the boys, by giving weekly little prizes or other small encouragements to those who are able to give the best accounts of what they have read, as to times, places, names of persons, etc. This will make them read with attention, and imprint the history well in their memories. In remarking on the history, the master will have fine opportunities of instilling instruction of various kinds, and of improving the morals, as well as the understandings of youth.

The natural and mechanic history, contained in the *Spectacle de la Nature* might also be begun in this class, and continued through the subsequent classes, by other books of the same kind; for, next to the knowledge of duty this kind of knowledge is certainly the most useful, as well as the most entertaining. The merchant may thereby be enabled better to understand market commodities in trade; the handicraftsman to improve his business by new instruments, mixtures and materials; and frequently hints are given for new methods of improving land, that may be set on foot greatly to the advantage of a country.

The Fourth Class.—To be taught composition. Writing one's own language well is the next necessary accomplishment after good speaking. It is the writing-master's business to take care that the boys make fair characters, and place them straight and even in the lines; but to form their style, and even to take care that the stops and capitals are properly disposed, is the part of the English master. The boys should be put on writing letters

each other on any common occurrences, and on various subjects, imaginary business, etc., containing little stories, accounts of their late reading, what parts of authors please them, and why; letters of congratulation, of compliment, of request, of thanks, of recommendation, of admonition, of consolation, of expostulation, of excuse, etc. In these they should be taught to express themselves clearly, concisely, and naturally, without affected words or high-flown phrases. All their letters to pass through the master's hands, who is to point out the faults, advise the corrections, and commend what he finds right. Some of the best letters published in their own language, as Sir William Temple's, those of Pope and his friends, and some others, might be set before the youth as models, their beauties pointed out and explained by the master, the letters themselves transcribed by the scholar.

Dr. Johnson's *Ethices Elementa*, or First Principles of Morality, may now be read by the scholars, and explained by the master, to lay a solid foundation of virtue and piety in their minds. And as this class continues the reading of history, let them now, at proper hours, receive some farther instruction in Chronology, and in that part of Geography, from the mathematical master, which is necessary to understand the maps and globes. They should also be acquainted with the modern names of the places they find mentioned in ancient writers. The exercises of good reading, and proper speaking, still continued at suitable times.

The Fifth Class.—To improve the youth in composition, they may now, besides continuing to write letters, begin to write little essays in prose, and sometimes in verse; not to make them poets, but for this reason, that nothing acquaints a lad so speedily with a variety of expression, as the necessity of finding such words and phrases as will suit the measure, sound, and rhyme of verse, and at the same time well express the sentiment. These essays should all pass under the master's eye, who will point out their faults, and put the writer on correcting them. Where the judgment is not ripe enough for forming new essays, let the sentiments of a Spectator be given, and required to be clothed in the scholar's own words; or the circumstances of some good story, the scholar to find the expression. Let them be put sometimes on abridging a paragraph of a diffuse author; sometimes on dilating or amplifying what is written more closely. And now let Dr. Johnson's *Noetica*, or First Principles of Human Knowledge, containing a logic or art of reasoning; etc., be read by the youth, and the difficulties that may occur to them be explained by the master. The reading of history, and the exercise of good reading and just speaking still continued.

The Sixth Class.—In this class, besides continuing the studies of the preceding in History, Rhetoric, Logic, Moral and Natural Philosophy, the best English authors may be read and explained, as Tillotson, Milton, Locke, Addison, Pope, Swift, the higher papers in the *Spectator* and *Guardian*, the best translations of Homer, Virgil, and Horace, of Telemachus, Travels of Cyrus, etc.

Once a year, let there be public exercises in the hall; the trustees and citizens present. Then let gilt books be given as prizes to such boys as distinguish themselves, and excel the others in any branch of learning, making three degrees of comparison; giving the best prize to him that performs best, a less valuable one to him that comes up next to the best, and another to the third. Commendations, encouragement, and advice to the rest, keeping up

their hopes, that by industry they may excel another time. The names of those that obtain the prize, to be yearly printed in a list.

Franklin had in view a course of study in the English language and literature. He did not consider the study of the ancient languages necessary for the great majority of American boys. But with the English course as he planned it, he assumed there would be carried on contemporaneously courses in the Mathematics, Sciences, etc.; hence he adds to what is said above:

The hours of each day are to be divided and disposed in such a manner as that some classes may be with the writing master, improving their hands, others with the mathematical master, learning Arithmetic, Accounts, Geography, the use of globes, Drawing, Mechanics, etc.; while the rest are in the English school, under the English Master's care.

Among the citizens of Pennsylvania not professionally connected with the work of instruction, who did most for education during the last half of the eighteenth century, next to Franklin, must be ranked Dr. Benjamin Rush. With all the exactions of an extensive medical practice, and notwithstanding he was a member of the Continental Congress and signed the Declaration of Independence, a member of the Convention that framed the Federal Constitution, Treasurer of the United States Mint, and prominently connected with numerous literary and charitable institutions, he still found time to interest himself practically in the work of education and to write books and pamphlets, several of them treating directly or indirectly of educational subjects. He had much to do in founding Dickinson College, at Carlisle, and was one of the earliest friends of free schools. Not to take some notice of his views in this place would be an unpardonable omission.

In the year 1786, Dr. Rush addressed to the Legislature and citizens of Pennsylvania, "A Plan for Establishing Public Schools." The Plan was as follows:

I. Let there be one University in the State, and let this be established at the capital. Let law, physic, divinity, the law of nature and nations, economy etc., be taught in it by public lectures in the winter season, after the manner of the European Universities, and let the professors receive such salaries from the State as will enable them to deliver their lectures at a moderate price.

II. Let there be four Colleges. One in Philadelphia; one at Carlisle; a third, for the benefit of our German fellow citizens, at Lancaster; and a fourth, some years hence, at Pittsburgh. In these Colleges, let young men be instructed in Mathematics and in the higher branches of science, in the same manner that they are now taught in our American Colleges. After they have received a testimonial from one of these Colleges, let them, if they can afford

it, complete their studies by spending a season or two in attending the lectures in the University. I prefer four Colleges in the State to one or two, for there is a certain size of Colleges, as there is of towns and armies, that is most favorable to morals and good government. Oxford and Cambridge in England are the seats of dissipation, while the more numerous, and less crowded Universities and Colleges in Scotland, are remarkable for the order, diligence, and decent behavior of their students.

III. Let there be free schools established in every township, or in districts consisting of one hundred families. In these schools, let children be taught to read and write the English and German languages, and the use of figures. Such parents as can afford to send their children from home, and are disposed to extend their education, may remove them from the free school to one of the Colleges.

By this plan the whole State will be tied together by one system of education. The University will in time furnish masters for the Colleges, and the Colleges will furnish masters for the free schools, while the free schools, in their turn, will supply the Colleges and the University with scholars, students and pupils. The same systems of grammar, oratory and philosophy, will be taught in every part of the State, and the literary features of Pennsylvania will thus designate one great and enlightened family.

'But, how shall we bear the expense of these literary institutions?' I answer—these institutions will *lessen* our taxes. They will enlighten us in the great business of finance; they will teach us to increase the ability of the State to support government, by increasing the profits of agriculture, and by promoting manufactures. They will teach us all the modern improvements and advantages of inland navigation. They will defend us from hasty and expensive experiment in government, by unfolding to us the experience and folly of past ages, and thus, instead of adding to our taxes and debts, they will furnish us with the true secret of lessening and discharging both of them.

'But shall the estates of orphans, bachelors and persons who have no children, be taxed to pay for the support of schools from which they can derive no benefit?' I answer in the affirmative, to the first part of the objection, and I deny the truth of the latter part of it. Every member of the community is interested in the propagation of virtue and knowledge in the State. But I will go further and add, it will be true economy in individuals to support public schools.

In an essay accompanying this Plan "On the Mode of Education proper in a Republic," Dr. Rush presented some excellent thoughts on the subject as pertinent now as at the time they were written. Their spirit is shown by the following detached sentences:

I conceive the education of our youth in this country to be peculiarly necessary in Pennsylvania, while our citizens are composed of the natives of so many different kingdoms in Europe. Our schools of learning, by producing one general and uniform system of education, will render the mass of the people more homogeneous, and thereby fit them more easily for uniform and peaceable government. * * * * *

The only foundation for a useful education in a Republic is to be laid in religion. Without this, there can be no virtue; and without virtue, there can

be no liberty, and liberty is the object and life of all republican govern—
ments. * * * * *

Our country includes family, friends and property, and should be preferred to them all. Let our pupil be taught that he does not belong to himself, but that he is public property. Let him be taught to love his family, but let him be taught, at the same time, that he must forsake and even forget them, when the welfare of his country requires it. He must watch for the State, as if its liberties depended upon his vigilance alone, but he must do this in such a manner as not to defraud his creditors, or neglect his family. * *

To assist in rendering religious, moral and political instruction more effectual upon the minds of our youth, it will be necessary to subject their bodies to physical discipline.

Like Franklin, Rush thought that too much time was wasted in the study of Latin and Greek. The following comprise the principal points in the course of study he prescribed for boys desiring to obtain "a liberal English education."

Let the first eight years of a boy's time be employed in learning to speak, spell, read and write the English language. For this purpose, let him be committed to the care of a master who speaks correctly at all times, and let the books he reads be written in a simple and correct style. During these years, let not an English grammar by any means be put into his hands. It is to most boys under twelve years of age, an unintelligible book. As well might we contend, that a boy should be taught the names and number of the humours of the eye, or the muscles of the tongue, in order to learn to see, or to speak, as he taught the English language by means of grammar. Sancho, in attempting to learn to read by chewing the four and twenty letters of the alphabet, did not exhibit a greater absurdity than a boy of seven or eight years old does, in committing grammar rules to memory in order to understand the English language.

Having learned to read and write, the boy should spend four years in acquiring a knowledge of the globe on which he lives as included in two branches—

Natural history. This study is simple and truly delightful. Animals of all kinds are often the subjects of conversation and disputes among boys in their walks and diversions. But this is not all; this study is the foundation of all useful and practical knowledge in agriculture, manufacture and commerce, as well as in philosophy, chemistry and medicine.

Geography. Geography is a simple science, and accommodated to the capacity of a boy under twelve years of age. It may be perfectly understood by means of cards, globes and maps, for each of these modes of instruction seizes upon the senses and imagination.

This done, the studies advised for the student are, the following:

The French and German languages. These will be equally necessary, whether commerce, physic, law or divinity is the pursuit of the young man. They should be acquired only by the ear.

Arithmetic, and some of the more simple branches of the mathematics should be acquired between the twelfth and fourteenth years of his life.

Between his fourteenth and eighteenth years, he should be instructed in grammar, oratory, criticisms, the higher branches of mathematics, philosophy, chemistry, logic, metaphysics, chronology, history, government, the principles of agriculture and manufactures, and every thing else that is necessary to qualify him for public usefulness or private happiness.

A course of lectures to be given upon the evidences, doctrines and *precepts* of the Christian religion. The last part of this course might be made to include the whole circle of moral duties.

Rush's views on "the branches of literature most essential for a young lady in this country" are outlined in the following paragraphs:

A knowledge of the English language. She should not only read, but speak and spell it correctly. And to enable her to do this, she should be taught the English grammar, and be frequently examined in applying its rules in common conversation.

Pleasure and interest conspire to make the writing of a fair and legible hand, a necessary branch of a lady's education. For this purpose she should be taught not only to shape every letter properly, but to pay the strictest regard to points and capitals.

Some knowledge of figures in book-keeping is absolutely necessary to qualify a young lady for the duties which await her in this country.

An acquaintance with geography and some instruction in chronology will enable a young lady to read history, biography and travels, with advantage; and thereby qualify her not only for a general intercourse with the world, but to be an agreeable companion for a sensible man. To these branches of knowledge, may be added, in some instances, a general acquaintance with the first principles of astronomy, natural philosophy and chemistry, particularly with such parts of them as are calculated to prevent superstition, by explaining the causes, or obviating the effects of natural evil, and such as are capable of being applied to domestic and culinary purposes.

Vocal music should never be neglected in the education of a young lady in this country.

Dancing is by no means an improper branch of education for an American lady. It promotes health, and renders the figure and motions of the body easy and agreeable.

The attention of our young ladies should be directed as soon as they are prepared for it, to the reading of history, travels, poetry and moral essays.

It will be necessary to connect all these branches of education with regular instruction in the Christian religion.

Sower's English Almanac for 1758, contains an article entitled "Some useful Remarks on the Education of the Youth in the Country Parts of this and the neighboring Provinces." It is scarcely to be doubted that it was written by the second Christopher Sower, who like his father was an Elder among the Dunkers. The extracts from this article made below will show that plans were even at that early day forming in the minds of the most progressive individuals

among a class of citizens considered backward in the work of education, looking towards the establishment of a general system of schools for the whole people. It is notable that the neighborhood schools then existing constituted the basis of these plans, as long afterwards they constituted the basis of the laws providing for free schools. The following are Sower's views in regard to establishing schools and methods of managing them :

1. As therefore right Education of Children is of so great Importance, as it not only concerns the Happiness of the Individual, but the Welfare and Prosperity of Society, it would be well if the most able and sensible Men of the Country, as they happen to live near and convenient to one another, should make the Education of the Youth in their Neighborhood, an object of their Particular Attention. I would not presume to direct, but as a Friend, and one who sincerely wishes the Happiness and Prosperity of Mankind, I venture to advise, in Order to promote the good Education of Youth, that a Fund be raised for supporting a School, to which it is hoped that those who have not as well as those that have Children will cheerfully contribute without Regard to the immediate Advantage they are to reap from such an Institution, but from Principle of Duty, a Love to God and our Country; that a Man of Virtue and Integrity as well as good Abilities be, by a proper Salary, engaged to undertake the Charge, and that certain Persons the best qualified in the neighborhood be chosen to take upon them the Care and Oversight of the School and that those Children, whose Parents cannot pay, be admitted gratis.

And for the particular Government of the School, the following Rules are submitted to their candid perusal.

1. That in teaching English, particular care be taken to make the Children spell true, by exercising them frequently in that necessary Branch of Learning.

2. That Endeavours be used to make them read with proper Emphasis, and punctuality; to which Purpose it will be necessary, besides the Bible, to make Use of Historical and Religious Authors, of which the School ought to be furnished with proper Sets.

3. That such Part of Grammar as is Applicable to the English Tongue, be taught those Boys who are fit for it in Order to make them write properly, and that they be as little as possible perplexed with such Distinctions, as have no Foundation in the nature of our Language.

4. That the Master, as often as convenient, make a Practice of dictating to such of his Scholars, who write tolerably, some Sentences out of an Author, which they are to write after him, and which the Master ought carefully to correct, making the proper Gramatick, and Orthographick Remarks to the Scholar; then let the Scholar carefully transcribe it on the opposite Page. This method has many Advantages, it perfects their Spelling, teaches them to copy true, and if carefully done, will improve their Writing and render them fit for Business.

5. That in Writing, Care be taken to promote a strong free round Hand, which will be of most common Use, and from which all other Hands may easily be formed.

6. That in Arithmetick, it be recommended to the Master, to teach in the

first Place the most plain and practicable Rules, leaving those that are artificial, and not generally necessary, to Boys of the brightest Genius or greatest Leisure.

7. That no Latin be attempted to be taught, unless a School should be erected solely for that Purpose: the teaching that Language in an English School infallibly consuming more of the Master's time than can be spared from his proper Business, and the few Latin Scholars must also be very indifferently attended.

8. That some Method be thought of for limiting the number of Scholars, that the master be not overprest in some Seasons in the Year; and that the Poor be properly considered.

9. That the Master or Overseers provide such Rules, or Orders, as may be thought necessary, to be put in some publick Place in the School, and that the Master be enjoined to require strict Obedience thereto, and not to look over any voluntary Misdemeanour in Point of Behaviour.

CHAPTER XII.

RACE EDUCATION.

EARLY EFFORTS TO EDUCATE THE INDIANS. SCHOOLS FOR NEGROES.

YEARS before the first permanent settlement was made by Europeans upon the soil of Pennsylvania, Jesuit missionaries were most zealously engaged in an effort to Christianize and instruct the Indians, in Canada, in the region of the great lakes and down the valley of the Mississippi. They founded towns, built churches, established schools, and endeavored to introduce among their converts the arts and comforts of civilization. At a later period, enlarging their field of operation, although little trace of what they did left to tell the story, there is scarcely any doubt that their self-sacrificing efforts were extended to Indians living within the boundaries of this State.

While the Jesuit Fathers were laboring in the North and West, John Eliot was devoting his life to the same cause in New England. For more than fifty years, he traveled up and down among the Indians of his section of the country, preaching to them, trying to organize them into settled communities, and striving hard to have them drop their savage ways and live like civilized men. At home in Roxbury, he found time to prepare an Indian Primer and an Indian Grammar, and to translate into the Indian tongue the Bible, a Psalter, and a Catechism. The founders of Harvard University made an earnest effort to induce Indians to attend that institution. A number entered as students, but only a single one graduated. About the middle of the eighteenth century, through the influence of Jonathan Edwards and his friends, a Boarding School for Indians was established at Stockbridge, Massachusetts. In addition to the elementary branches of an English education, the boys were taught farming and the mechanic arts, and the girls the kinds of women's work. But the experiment was a failure. The examples doubtless had their influence in other parts of the country.

The Swedes on the Delaware always maintained friendly relations with the neighboring Indians. This was not only in accordance

with their own peaceful inclination, but by virtue of the instructions received from the Government of Sweden. The "wild people" of the American forests were to be "gradually instructed in the truths and worship of the Christian religion, and in other ways brought to civilization." One of the principal objects the Swedes had in view in sending out a colony was, "That the Christian religion would by that means be planted among the heathen." Rev. John Campanius, "Government Chaplain" in the time of Governor Printz, did much missionary work among the Indians. In a communication written at the time he claims that "many of these barbarians were converted to the Christian faith." He studied the Indian languages, compiled a vocabulary of the Delaware tongue, and translated Luther's Shorter Catechism for the benefit of his converts.

The brightest flower in the chaplet with which history has wreathed the brow of William Penn is his treatment of the Indians. His treaty with the red men under the big Elm tree at Shackamaxon, will go down to after ages as one of the finest examples the world has furnished of the practical recognition of the great principle of human equality and brotherhood. The Friends came to Pennsylvania wholly without arms. They employed no soldiers, built no forts, provided no ships of war. They meant to deal justly and kindly with their Indian neighbors, devoutly believing that justice and kindness would disarm even the most savage nations, and that both races could live together in peace. For many years, through much tribulation and against much complaint, they pursued this peaceful policy, never losing faith in it when fairly tried, and never abandoning it as a ruling principle until, outnumbered and outvoted, the Government of the Province passed into the hands of those who were determined to maintain it and protect themselves by force. No one will deny that Penn and his followers were in a general way the friends of the Indians; they took no land from them without paying for it, always gave them good advice, and frequently tendered them protection in times of distress, and defended them against the attacks of their enemies. What they did more directly to instruct and civilize them must now be told.

George Fox preached to the Indians when in America, and seems to have had a deep concern for their spiritual welfare. His example was followed by John Taylor, Robert Widders and others. Penn paid them frequent visits and held religious counsel with them. During his residence in Pennsylvania, he made treaties of friendship

with nineteen distinct tribes. Friends at divers times raised sums of money to be used in their behalf, and, in numerous instances, furnished them with seeds, mechanical tools, agricultural implements, iron for saw-mills and other articles needful in the more civilized life towards which they were trying to lead them. Yearly and Quarterly Meetings of Friends took repeated action looking towards instructing them in the principles of Christianity and the practice of a Christian life, and ministers of the Society frequently made their religious visits. Thomas Watson, a Friend, opened a school for the Indians, in Bucks county, about 1720, and there is reason to think that Indians were admitted into a number of the early Friends' schools. Several Indian girls were placed in Friends' families in Philadelphia, and taught to read and write and perform household duties. Among the first ministers among Friends who interested themselves specially in the welfare of the Indians, were Thomas Turner, Thomas Story and Thomas Chalkley. Thomas Chalkley visited the Conestoga Indians in 1706. Later, John Woolman and Zebulon Heston, in true missionary spirit, visited many Indian settlements; the former, having made arrangements to establish, in 1761, a mission at Wyalusing, Bradford county, would have taken up his residence there, had not the Moravian, Zeisberger, occupied the ground two days before his arrival, and the latter travelled west in his good work far beyond the boundaries of Pennsylvania.

In 1756, a society, mainly composed of Friends, was formed, called "The Friendly Association for Regaining and Preserving Peace with the Indians by Pacific Measures." It expended in several years \$15,000 in missions and presents designed to forward good intentions. Agents of this Association attended the making of Indian treaties at Easton, Lancaster, and other places, and endeavored much to bring about a fair understanding among all parties.

Under date of February 10, 1791, the Seneca Chief, Corn Planet, made of Friends the following remarkable request:

Brothers,—We have too little wisdom among us, we cannot teach our children what we perceive their situation requires them to know, and we therefore ask you to instruct some of them; we wish them to be instructed to read and to write, and such other things as you teach your own children; especially to teach them to love peace.

Brothers,—We desire you to take under your care two Seneca boys, teach them as your own; and in order that they may be satisfied to remain with you, that you will take with them the son of our interpreter, and teach him also according to his desire.

Brothers,—You know it is not in our power to pay you for the education of these three boys; and, therefore, you must, if you do this thing, look up to God for your reward.

The Friends answered that they would receive them, "intending they shall be treated with care and kindness, and instructed in reading, writing, and husbandry, as the children of our Friends are taught."

The Philadelphia Yearly Meeting of 1794 adopted the report of a committee taking the ground that it was the duty of the Society, considering its "professed principles of peace and good will to men," to promote among the Indians the principles of the Christian religion, as well as turn their attention to school learning, agricultural and useful mechanical employments." As the result, under the direction of resident Friends, among the Oneida, Tuscarora, and Stockbridge Indians, in New York, "in a few years," says Bowden, "many of these roving tribes were to be seen industriously occupied on their little allotments of land, or in the handicraft trades of the blacksmith and the carpenter; whilst the women and girls were busily engaged with the spinning-wheel and the needle. A school for instruction of the children was also opened among them, and an educated Indian employed, at a salary, as their teacher." Good work of a similar character was accomplished among the Senecas, at Genesanghota, Tunesassah and Cattaraugus, near the Pennsylvania line.

Early in the year 1798, three young Friends went to the settlement of Corn Planter, situated in Warren county, Pennsylvania, and being furnished by the Society with suitable implements, began farming among the Indians. "Their example of patient industry and judicious management," says a little work entitled "Religious Society of Friends and Indians," "gradually wrought upon the minds of the natives, so that they listened to the counsel given them to try living by cultivation of the land rather than by the chase. Slowly they came into it—the men sharing in the labors of the field, instead of leaving all to the women—better houses were built, and provision made in summer for the supply of food and fuel during the rigors of winter." Says the same work: "Influenced by feelings of Christian benevolence, a number of female Friends, at different periods, sacrificed the comforts and associations of home, and devoted their time and energies to instruct the Indian women in the various domestic arts of civilized life, the beneficial

effects of which have become strikingly apparent." And further "The establishment of schools for the instruction of the young was an object of early attention, and they have been continued for more than half a century, and trained up many in a knowledge of the elementary and some of the higher branches of a practical English education." A Boarding School was eventually opened on a farm belonging to the Society of Friends, adjoining the Indian Reservation on the Alleghany river, in New York, and here for some years about twenty native children, mostly girls from the different settlements, have received literary and industrial training under the direction of a family of Friends.

The descendants of Corn Planter still reside upon the tract of land in Warren county, where the Friends found them nearly one hundred years ago. It is a mile square, and was granted to the Indian chief in consideration of his services to the American cause during the Revolutionary war. A few years since an alleged debt for which the Indians had mortgaged their land, was paid by the Orthodox Friends, and under their direction great improvement in the village and in the life of the Indians has taken place. A school with an attendance of about twenty children is maintained at Jennedaga, as the village is called, mainly by a special appropriation of three hundred dollars a year from the State. Here live a handful of red men, the last remnant of the powerful tribes that once roamed over the hills and valleys of Pennsylvania, the proud possessors of the land from the rising to the setting sun. It is fitting that the few who yet linger should have the watchful care of the Friends who would have lived at peace with their fathers, and who strove in vain from the beginning to lift them from barbarism to Christian civilization.

In response to the interest he had taken in having the State appropriation to the Corn Planter Indian school increased from one hundred to three hundred dollars, and the advice concerning it he had given to a delegation of the Indians who visited Harrisburg, the Superintendent of Public Instruction received, in 1878, the following letter, which in several respects is of historic interest.

ELK TOWN, *January 3, 1878.*

To J. P. WICKERSHAM, *Superintendent of Public Instruction :*

By a general agreement of the Indians on the Corn Planter reservation, a meeting was called at their schoolhouse on said reservation in Elk Town, Warren county, Pennsylvania, this third day of January, A. D., 1878, for the express purpose to write and send thanks to you for money appropriated to

educate our children with. Meeting was called to order. John Jacobs was elected to the chair, who called for George Bennet to act as secretary. The following resolution was adopted: That we send our sincere thanks and feelings for that deed. That we older ones never had as good a chance as our children, we cannot help but see the benefit of an education to our children, and we hope you will not consider the money thrown away, that you will be satisfied that it is put to a good use, and that our school has never been so satisfactory, well conducted, done so much good, and been of so much interest to both old and young as the present teacher has made it for the last year. Also, we approve his plan of not allowing our children to use Indian language around the schoolhouse. Also, approve of allowing white children to attend our school. Also do we feel encouraged that we may become more intimate with the whites. In days past our great-grandfather, Corn Planter, said we would see this day. That we now see it—how much better a man is with an education than without. Therefore, hoping that you will not become discouraged in helping us, we send our sincere thanks to you.

Respectfully,

JOHN JACOBS, *President.*

MARSH PIERCE, *Secretary.*

The most active religious denomination in planting early missions among the Indians of Pennsylvania, were the Moravians. The Moravians came to America as missionaries; and their organization as a body, both in its religious and its social relations, was planned chiefly in reference to efficiency in missionary work. Scarcely could the close-binding brotherhood of the Jesuit Fathers have been better calculated to subserve the end of converting and civilizing the heathen than the self-denying coöperative principle of the Moravian "Economy." Wherever the Brethren obtained a foothold among the Indians, with a prospect of doing good, they built a schoolhouse and opened a school. During the short time they remained in Georgia, they had in operation a school for the children of the Creek Indians; and they had scarcely constructed houses to shelter their own families from the elements at Nazareth and Bethlehem, before they opened schools into which were gathered such Indian children from the surrounding country as could be induced to attend them. Their plan of missionary work was simple but systematic. First, they sought the Indians in their own villages, held religious converse with them, preached to them, tried to create an interest by showing that they could be useful to them in many ways, and wherever an opening could be found, established a permanent mission with a church and a school. A large part of the territory of Pennsylvania was thus traversed and prospected by these faithful servants of God; and, among their principal missionary stations were Meniolagomekak, Eldred township, Monroe county, Shamokin,

now Sunbury, Wyoming, near Wilkesbarre, Schechschiquanunk, Bradford county, and Goschgoschünk, near the mouth of the Tionesta Creek, Venango county. Subsequently it was their hope to gather their harvest of converts into villages of their own, where they could be free from the contaminating influences of savage life, and have a fair opportunity to grow in all the graces of Christianity.

In the year 1746, the Brethren brought the Christian Indians from Shekomeko, New York, and settled them temporarily in a village they called Friedenshütten, near Bethlehem, and in subsequent years they founded in succession for their Indian converts, towns at Gnadenhütten, on the Mahoning, near its junction with the Lehigh, in Carbon county; at New Gnadenhütten, on the east side of the Lehigh, opposite Gnadenhütten; at Nain, in Hanover township, Lehigh county; at Wechquetank, in Polk township, Monroe county; at Friedenshütten, on the Susquehanna, in Bradford county; at Lawunakhannok, on the Alleghany, in Venango county, and at Friedensstadt, on the Beaver, in Lawrence county. At all these towns, no pains were spared to wean the Indians from their savage ways, to acquaint them with the arts of civilized life, and to provide them with church privileges and the means of instruction. Every one of these settlements was in its turn disturbed and finally broken up by causes that cannot be pointed out here, but when allowed sufficient time for improvement, much good was done in all of them.

Gnadenhütten, thirty miles from Bethlehem, became quite a prosperous town. It was laid out on land purchased by the Brethren. The tract was divided into lots, streets were opened, and houses erected as in the towns of white people. Farms were cultivated, cattle fed, shops opened, and timber cut. A saw-mill furnished employment to a number of workmen. A church was built, and in 1749 a larger one, for by this time the Indian congregation numbered five hundred persons. Of the school, in 1746, Loskiel says "A school of three classes, for children, boys, and young men, was established this year at Gnadenhütten, and a master appointed for each class. Mistresses were also appointed for the classes of the girls and young women. The Indian youth being very willing to learn, it was a pleasure to their instructors to see their progress. A regulation was also made for the maintenance of poor widows and orphans, who were placed in different families, and provided, as relations, with every necessary of life."

Friedenshütten was laid out in 1765. The town grew rapidly.

Within a year it embraced twenty-nine log houses and thirteen huts forming a single street, in the centre of which stood the chapel, thirty-two by twenty-four feet, roofed with shingles. The school-house was in a wing of the chapel. Back of the houses were gardens and orchards. Two hundred and fifty acres of land well fenced were under cultivation. Each family had its own canoe. There were large herds of cattle and hogs, and poultry existed in abundance. Trade in corn, maple sugar, butter, pork, and canoes, was carried on with the neighboring Indians and with the white settlers along the Susquehanna.

Loskiel writes respecting Friedensstadt: "It was a matter of no small joy to observe the power of the Holy Ghost among the young people, for whose use two new spacious schoolhouses were built. The missionaries considered it as a sufficient reward for all the trouble of instructing them, to see their good and obedient behavior, and their diligence in learning their lessons. Nor was it less pleasing to hear them sing hymns of praise to our Lord and Saviour for his incarnation, sufferings and death, in the Delaware and Mohican languages."

Instruction was given, at Bethlehem, in the Indian languages, to young men preparing for the missionary field, and numerous books were translated and compiled for the use of the Indians. Zeisberger prepared a Grammar, a Dictionary, and other works in the Delaware tongue, and his Delaware Reading and Spelling Book was introduced into some of the mission schools.

It will be one of the saddest pages in the history of Pennsylvania, that shall truthfully tell how all the efforts of the Moravian Brethren for the welfare of the Indians, were frustrated and rendered abortive, how town after town founded for their converts had to be abandoned and new homes sought for them, and how at last the faithful Zeisberger and his patient, self-sacrificing co-laborers accompanied with hearts full of sorrow the little band remaining under their guidance across the borders of Pennsylvania towards the setting sun to meet more sorrow to the end. Not till one hundred and thirty years later, not till hundreds of tribes and hundreds of thousands of men, women and children were swept from the face of the earth, did the United States begin to learn the lesson taught by these humble Christian Missionaries. But even Carlisle and Hampton, with all their merit, have less to recommend them as schools for Indians than had the old Moravian towns of Gnadenhütten, Friedenshütten and Friedensstadt.

Apart from what has now been narrated, little was done to educate the Indians within the limits of Pennsylvania. In its early days the College, at Philadelphia, admitted as scholars a few Indian boys, and doubtless more would have been received had they been willing to come. In a letter dated November 1, 1756, Dr. William Smith, the Provost, after stating that two Indian boys were then under instruction at the institution, adds: "The great difficulty is to persuade them to accept the offer." He refers to a Society in England whose object is stated to be, "The glorifying the name of Jesus by the further enlargement of his church, and particularly the spreading of his everlasting Gospel among the heathen natives of America, as well by instructing and civilizing those of them who have grown up, as for laying a foundation for educating, clothing and training up their children in the knowledge of morality, true religion, the English tongue, and in some trade, mystery or lawful calling, should they be disposed to follow it."

Rev. David Brainerd, the devoted missionary to the Indians in New Jersey extended for a brief period his labors to Pennsylvania. In 1744, he resided for some time among the Delawares about Easton, in Northampton county; and, in 1745, he travelled along the Susquehanna and Juniata, visiting the Indians and seeking opportunities of instructing them, but without much apparent success, for, as he says, they "seemed resolved to retain their pagan notions and persist in their idolatrous practices." During his travels he was a welcome visitor at Bethlehem and Gnadenhütten. It is not known that Brainerd established any Indian schools in Pennsylvania, but money was collected to aid him in building schoolhouses and buying books for the Indians on the New Jersey side of the Delaware.

There was a time when negroes were held as slaves in all the thirteen original States. In March, 1780, Pennsylvania enacted a law providing for the gradual abolition of slavery. Massachusetts framed a constitution the same year that indirectly gave freedom to the slaves. Rhode Island and Connecticut became free states in 1784; New Jersey in 1804, and New York in 1817. New Hampshire, in 1808, had only eight slaves, and these soon after disappeared. Slavery in the remaining States of Delaware, Maryland, Virginia, North and South Carolina and Georgia, went down in the clash of the great civil war.

When most numerous, there must have been about four thousand slaves in Pennsylvania. No exact date can be fixed for the coming into the Province of the first negroes, but it must have been very early, inasmuch as the question of the right to hold slaves was raised among Friends in the year 1688. While slavery continued, there were occasions when men, women, and children, were publicly bought and sold in Philadelphia; and a "drove" of slaves, fastened together in couples, might, now and then, be seen moving through the streets. As showing the spirit of the times, it may be stated also that during all the early part of the eighteenth century, there was an active traffic carried on in buying and selling white persons as well as negroes. Thousands of men, women, and children, were brought to Pennsylvania from England, Ireland, and Germany, some voluntarily and others against their will, and sold, not absolutely, but for a term of years, four, seven, or ten. There were men in Philadelphia who kept this class of servants or "redemptioners," as they were sometimes called, on hand for sale, and there were men also who peddled them around the country in lots like cattle.

The introduction of negro slavery into Pennsylvania, as well as into other American colonies, is chargeable to the necessity of having a large number of laborers in a new country, the public sentiment of the times, which did not regard the enslavement of white men, and much less of heathen negroes, as a crime, and the persistent determination of the British Government to secure to English merchants the advantages of the profitable African slave trade. If there was not from the first opposition to slavery in Pennsylvania, opposition soon began to manifest itself. In 1705, in order to lessen the number of blacks coming into the Province, a duty was imposed on their importation by the Colonial Assembly. This was renewed in 1710. The next year an act was passed absolutely prohibiting such importation, but when submitted to the King of England for approval, it was at once preemptorily set aside. An act imposing a duty of twenty pounds a head on all slaves imported, passed a year later and intended to effect the same object, shared a similar fate. The trade in slaves was exceedingly profitable, and those it enriched would suffer no check upon it. English ships visited the coast of Africa, fomented war and pillage over all the territory within their reach, received the spoils in the shape of human freight, and sold the wretched cargoes wherever they could

find markets. Low estimates make the number of human beings thus stolen and brought to America by the English, or under English authority, between 1676 and 1776, not less than three millions, and a quarter of a million more are thought to have miserably perished on their way across the Atlantic.

No class of people in Pennsylvania was wholly free from participation in the wrongs of slavery; but greatly to their credit, it may be said that the Germans held the fewest slaves, and that the Friends were the first and most earnest in favor of emancipation. In the way of apology it may be said that as it existed on our soil, slavery had few of the harsher features with which it is apt to be accompanied, and the slaves were about as well off as they could be in a condition of servitude. The agitation that eventually brought about the overthrow of slavery in the State, if not in the nation, began on the "30th of the Second Month, 1688," with a humble petition of a few German Friends, Garrett Henderick, Derick Up De-Graeff, Francis Daniel Pastorius, and Abraham Jr. Den Graef, representing the little Quaker meeting at Germantown, to the Monthly Meeting to which they belonged, in substance, asking either that the slaves should be allowed their freedom, or that good reasons be given showing that Christians have a right to hold their fellow-men in bondage. Neither the Monthly Meeting to which the petition was presented, nor the Quarterly Meeting to which it was referred, felt prepared at the time to take positive action concerning so "weighty" a matter, but the anti-slavery leaven began to work from that day onward, first prompting George Keith's "Exhortation against buying Negroes," printed by Bradford, in 1693, and subsequently rousing into active exertion, in behalf of the slave, such noble philanthropists as Ralph Sandiford, Benjamin Lay, John Woolman, and Anthony Benezet, and finally so quickening the conscience of the whole Society of Friends, as to cause it to free itself from all participation in the guilt of slave-holding. The emancipation law of the State, enacted in 1780, did not find a single slave in the hands of a Friend.

As negroes in considerable numbers, most of them fresh from the barbarism of Africa, were to be found in Pennsylvania from the time of the earliest settlements after the coming of Penn, and as many of these became free from time to time, and all of them in the course of years, the inquiry is of interest as to what was done to educate them or to improve their condition.

The Friends, while tolerating slavery, through their highest religious Assemblies, as early as 1696, expressed a concern for the welfare of the negroes. They advised such as had negroes to be careful of them, to take them to religious meetings and to hold religious meetings with them. Penn in the Philadelphia Monthly Meeting, 1700, said, "His mind had long been engaged for the benefit and welfare of the negroes." The meeting emphasized his concern.

Mr. Weyman, an Episcopalian minister and missionary to Pennsylvania, wrote August 3, 1728, to the Society for Propagating the Gospel in Foreign Parts. "Neither is there anywhere care taken for the instruction of negro slaves. I have pressed the necessity and duty of this on the masters with little effect." Probably, growing out of the representations of this letter, the Society addressed adopted a plan, which was carried into effect in Philadelphia, and most likely in other places, for the instruction of negroes. The instruction was to be given by "Catechists" appointed for the purpose. Much of it was necessarily oral, and it is thought to have been mostly of a moral or a religious character. In the capacity of an instructor of this kind, one of the ministers of Christ Church, Philadelphia, Rev. William Sturgeon, acted for a number of years from 1746, the Society in England making an annual appropriation to him for his services in this regard. "Catechists for the negroes" were appointed by this Society in other colonies besides Pennsylvania, notably Georgia.

Back of the plan just referred to, of appointing catechists, and most likely prompting it, were the benevolent efforts in behalf of the negroes made by the Rev. Dr. Thomas Bray. In the year 1696, Dr. Bray was sent to Maryland by the Bishop of London on an ecclesiastical mission. One branch of his trust was the establishment of parochial libraries by means of donations of money and books furnished for the purpose from the mother country, and his instructions also required him to do what he might concerning "the conversion of adult negroes, and the education of their children." Among the most ardent supporters of the mission of Dr. Bray, was Mr. D'Alone, the private Secretary of King William, who bequeathed a considerable part of his estate to constitute a fund for its maintenance. The proceeds of the fund were at first used to pay the salaries of "negro catechists," but not realizing the expected results in this way, attention was turned to the establishment of schools for negro children. About 1760, two schools, one for boys and one for

girls, on a liberal plan, were established by the Associates of Dr. ~~Dr.~~ **Bray**, in the city of Philadelphia. In 1774, a large lot was purchased by means of a donation given by Rev. Mr. Upcher, of Suffolk county, England, the rents of which added to the amount received from ~~the~~ **Dr. Bray** fund enabled the gentlemen in charge of ~~the~~ trust to build a suitable schoolhouse, to make instruction entirely free to all children in destitute circumstances attending the schools, and thus provide a fountain in a desert place that continued for nearly a hundred years to bless and cheer. The benefaction was withdrawn in 1845.

The destitute condition of the negroes in Pennsylvania and elsewhere awoke the sympathy of the benevolent George Whitefield, and, in 1740, as already stated, he projected a great school for them at Nazareth. It failed only because his good designs were beyond his means of accomplishment.

Before the Society of Friends had freed itself of all responsibility for the evil of slavery, some of its members individually and in connection with others of like sentiments, began a series of labors in behalf of the oppressed colored people of this country, that have won the commendation of philanthropists throughout the world. These can be noted here only so far as they concern education in Pennsylvania.

The Monthly Meeting of Friends held in Philadelphia, February, 1770, approved a proposition made the month previous to establish a school for the instruction of negro children, and a committee was appointed to consider the most suitable manner of carrying the project into effect. The committee duly reported a plan which was adopted, and, with little delay, persons were named for "overseers" or managers; subscriptions were made; rooms were rented; Moles Patterson was employed to teach as many children as should be sent to him, not exceeding forty, at a salary of eighty pounds, or \$213.33¹/₃ a year; and a school, entirely free to poor children, was opened with twenty-two pupils, soon increased to thirty-six, about one-half being girls. In 1773, a brick schoolhouse was built on a lot belonging to the Society, and the school was continued under several different masters. The well-known philanthropist, Anthony Benezet, took charge of it in 1782; on account of his feeble health, he moved it to his own house, and, at his death, left it the greater part of his fortune as a legacy, "to hire and employ," in the words of his will, "a religious-minded person or persons, to teach a num-

ber of negro, mulatto, or Indian children, to read, write, arithmetic, plain accounts, needle work, etc." With the aid of Benezet's legacy, the Overseers now felt strong enough to add a second story to the schoolhouse, and employ a female to teach "the younger children and girls in spelling, reading, sewing, etc." Sarah Dwight was first employed at a salary of \$133.33 $\frac{1}{3}$ a year. In 1787, a donation of £500 sterling was received from Friends in London. **Many men and women, some of them past middle age, attended the school from the first, mainly for the purpose of acquiring ability to read the Holy Scriptures; and, by the year 1830, this class of pupils had become so numerous that the use of the schoolhouse was granted for an evening school for the benefit of adult colored people. A new schoolhouse in a better location was erected in 1846; and in consequence, the attendance was largely increased, averaging one hundred and fourteen. The school, now one hundred and fifteen years old, still flourishes, and seems likely to go on blessing the poor children for whom it was designed for centuries yet to come.**

Special evening schools for adult colored people were opened in Philadelphia, in 1789, by an organization of Friends, called "the Society for the Free Instruction of the Black People." This was done as the originators say, "in consideration of the disadvantages which many well-disposed Blacks and people of color labor under from not being able to read, write, or cast accounts, which would qualify them to act for themselves or provide for their families." These schools continued in operation until 1822, with a regular attendance of from thirty to sixty pupils, a much larger number being on the rolls. The teachers were at first exclusively members of the organization who served weekly, by turns; but after 1803, permanent teachers were employed, the members continuing to assist in the work of instruction. The establishment of the public school system in Philadelphia, in 1818, and other increased facilities for the education of the colored people, offered about this time, seemed to render the Society's schools unnecessary, and they were closed. Finding, however, that room was still left for work of the kind, in 1831, the same benevolent influence that had supported the first schools opened a new one; and an organization effected a year later by a body of Orthodox Friends, under the title of "The Association of Friends for the free Instruction of Adult Colored Persons," has continued its charitable efforts in behalf of a much

neglected class of our people down to the present day. The schools have been kept open regularly four or five months in a year, and the rolls at times have contained the names of over four hundred persons, two-thirds of whom were women.

The "Adelphi Schools" were schools established by "The Association of Friends for the Instruction of Poor Children" in the year 1807. Instruction was at first given on the Lancasterian plan, and during the ten years the schools were conducted according to the original design, two thousand seven hundred and five poor and neglected white children enjoyed their benefits. The public school system then opened the doors of many schoolhouses to all classes of children and the "Adelphi Schools" were closed, to be opened four years later for destitute colored children, of whom, to 1871, three thousand eight hundred and eighty-eight had received instruction through the aid of this noble charity.

In 1842, the Legislature incorporated the "Institute for Colored Youth" in the city of Philadelphia. This institution was founded upon a bequest made by Richard Humphreys, in 1837. It still prospers. The members of the corporation are exclusively members of the Society of Friends. Its aim is to afford gratuitously to colored youth of both sexes the benefit of a High School education. It is well endowed, owns good buildings, possesses a reading-room, library of nearly four thousand volumes, and a good supply of philosophical apparatus, has a full academical course of study, employs six or eight teachers, and is attended by upwards of two hundred students. A most valuable feature of the Institute is its Normal department, and herein from the first it has been quietly at work preparing teachers.

There was under the management of Friends, in 1822, in the Northern Liberties, a "Female Association for Colored Children." This Association supported one or more schools.

A number of female members of the Society of Friends, in 1795, opened a school "for the improvement of African women in some useful parts of school education," and continued it for about six years with an average attendance of thirty pupils. In 1810 a school for a similar purpose was opened by a like organization, and continued for about the same length of time. Other schools of the same kind were opened from 1831 to 1845, that of latest date being finally united with the schools of the Association "for the free instruction of adult colored persons."

The old Abolition Society, organized in 1774, of which Franklin was the first President, in addition to laborious services of a different kind in behalf of the colored people, supported a school for their destitute children, and generously assisted the managers of similar charities with contributions.

"The Union Society for the support of schools and domestic manufactures, for the benefit of the African race and people of color," established in 1810, had, in 1822, three schools for adults in operation: One in the Sessions' House of the Third Presbyterian church, open four evenings in a week, with two hundred pupils; one in the Clarkson schoolhouse, Cherry street, open four evenings in a week, with one hundred pupils, and one in the Academy, Locust street, open two evenings in a week, with fifty pupils.

The Infant School Society of Philadelphia reports, in 1830, that the colored school under its care numbered one hundred and fifty pupils, with fifty more waiting for admission, and adds that "the mental and moral improvement of the children is exceedingly gratifying."

In 1804, the Society of Free People of Color opened a school, John Trumbull, teacher; and the African church of St. Thomas had a school connected with it, in 1811, with forty pupils, under the charge of a colored teacher.

A committee of the "Association for the Free Instruction of Adult Colored Persons," appointed in 1822, to make inquiry, reported as the means of education within reach of the colored people of Philadelphia, sixteen schools, all except five taught by colored teachers, with an attendance of three hundred and twenty-nine male pupils and two hundred and seventy-two female.

In Pennsylvania, outside of Philadelphia, it was the custom in the early days to admit colored children and colored adults, if they chose to attend, into such schools as existed for white children. There was no discrimination against them, but little special effort seems to have been made in their behalf. The Friends, however, in some of their Monthly Meetings urged attention to the necessity of instructing poor and neglected colored children; and, in Delaware county, in 1779, and, subsequently, in other counties, considerable sums of money were raised for this purpose.

There was a school for colored children in Harrisburg prior to 1832. Poor children were aided by the county. Upon the establishment of the Lancasterian school at that place, colored as well as

white children were required to attend it or pay for their schooling.

1831
1832
1833
1837
1883
1878
1843
1858
1873

An African Education Society was organized by the colored people of Pittsburgh in 1831, the principal object of which was "to purchase ground and erect buildings for the accommodation and education of youth, and a hall for the use of the Society." A school was opened in the Little Bethel church the same year. Lewis Woodson, from Columbus, Ohio, was the first teacher. His salary was one hundred and fifty dollars per annum. In 1832, the Society purchased the Methodist church on Front street, and fitted it for a school, but many patrons would not give up the old quarters, and two weak schools were the consequence. In about a year, the friends of the old locality triumphed, and the united school was taught for some time by Master Templeton and Miss Matilda J. Ware, from Carlisle. Miss Ware now, 1883, in her seventieth year, is still teaching, having charge of the colored orphan school in Allegheny. About 1837, these private efforts to educate themselves ceased, the colored people finding the public schools established for them sufficient for the purpose.

The "Emlen Institution," with a farm of one hundred acres of excellent land and good buildings, the whole valued at about \$36-000, is located in Warminster township, Bucks county. Its object is to educate male orphan children of Indian and African descent. In 1878, sixteen such children were in attendance. The institution was commenced in Ohio in 1843, removed to Bucks county in 1858, and to its present location in 1873.

CHAPTER XIII.

PUBLIC EDUCATION.

THE EDUCATION OF THE POOR AS A CLASS. 1776 TO 1831.

AT the time of the breaking out of the Revolutionary war, the condition of education in Pennsylvania was probably less promising than at any other period before or since. The population of the State was about three hundred and fifty thousand, for the most part thinly scattered over a large extent of territory. The liberally educated men among the earliest settlers had gone down to their graves, and in most cases their learning had been buried with them. Life in the new world had proved unfavorable to the transmission of intellectual tastes, and scholars were more numerous among the fathers than among their sons. The mass of the people were too poor, too busy in earning a livelihood, too severely pressed by the hardships they were compelled to endure in an American wilderness, too much absorbed in the political and religious agitations and controversies that long distracted the Province, to make the necessary effort to provide means adequate to the purpose for the education of their children. Penn and his immediate successors strongly favored education, and the earlier Assemblies passed some wholesome laws relating to the establishment of schools; but for more than fifty years before the Revolution, the subject was almost totally neglected by the public authorities. The several religious denominations established a large number of schools, and in many neighborhoods the people in general united in providing the means of an elementary education; but all that was done in this way came far short of covering the whole field. In 1775, not only was the number of scholarly men in the Province small, but comparatively few grown persons could do more than read, write and calculate according to the elementary rules of Arithmetic, and many remained wholly illiterate. There was little demand for higher institutions of learning, and few existed. The College and the Friends' Public School, in Philadelphia, the Academy at Germantown, and scarcely a half a dozen private classical schools in the older settled counties, with in

all an attendance of three or four hundred students, absolutely exhaust the advantages of this character enjoyed at home by our Revolutionary fathers.

The war with the mother country came. In Philadelphia, the Declaration of Independence was proclaimed in 1776, and, the same year, a provisional Constitution was framed for the State. This Constitution contained the following provision respecting education :

A school or schools shall be established in each county by the Legislature for the convenient instruction of youth, with such salaries to the masters paid by the public as may enable them to instruct youth at low prices ; and all useful learning shall be duly encouraged and promoted in one or more Universities.

This provision, broad for the time, contemplates two things: the establishment of schools for elementary instruction, and of institutions of a more advanced grade for higher instruction. It is made the duty of the Legislature to establish schools in the several counties, to see that the salaries of the masters are paid by the public and that the cost of instruction is not beyond the reach of citizens in moderate circumstances. The framers of the Constitution of 1776, in adopting this provision, were approaching free school ground, but if they saw it at all it was only in the dim distance. Indeed, their work can scarcely be considered an advance upon Penn's Frame, after which it seems to have been modeled, prepared nearly one hundred years before, which gave the Governor and Provincial Council power to "erect and order all public schools," and to "encourage and reward the authors of useful sciences and laudable inventions in said Province."

The period of the Revolution, as might well be supposed, was almost wholly an educational blank. The only act relating to education passed by the General Assembly during the war was one abrogating the charter of the College, Academy and Charitable School of Philadelphia, and founding upon its ruins the University of Pennsylvania. This was done in the heat of the Revolutionary struggle, on account of the alleged disloyalty of some of the trustees and professors connected with the old institution.

The war over, the victory won, the United States an independent nation, and there soon opened up an era of great educational activity in the State of Pennsylvania. Even before the adoption of the Constitution of 1790, the Charter had been restored to the old College, Academy and Charitable School of Philadelphia ; the new Univer-

sity had been largely endowed from the proceeds of confiscated estates; Dickinson College at Carlisle, and Franklin College at Lancaster, had been chartered and received large grants in money and land; charters with grants of land had been given to the Episcopal Academy at Philadelphia, and to Public Schools or Academies at Germantown, Pittsburgh, Washington, Reading, Huntingdon and Newtown, and sixty thousand acres of land had been set apart for the support of public schools and ten thousand acres in equal portions had been given to the Lutheran and Reformed congregations in Philadelphia in aid of their charity schools. The public schools never received any benefit from the land set apart in their behalf; it was probably given subsequently to the county Academies, but the act making the grant indicates the liberal views respecting education entertained in the Legislature at the time of its passage. The Act was approved April 7, 1786, under the title of "An Act for the present relief and future endowment of Dickinson College in the borough of Carlisle and county of Cumberland in this State, and for reserving part of the unappropriated lands belonging to the State, as a fund for the endowment of public schools agreeably to the forty-fourth section of the Constitution of this Commonwealth." Section I. recites the educational provision of the Constitution and adds: "Which wise regulations in the present embarrassed state of public credit cannot be carried into immediate execution, but every encouragement in the reasonable power of the State is due and ought to be given to those who, upon their private credit, or by general subscription, shall promote the institution of seminaries of useful learning."

After this came the provisions making certain grants to the College, and then sections as follows:

SECTION VI. And whereas the same reasons which induce this House to provide for the future support of the said College equally hold and apply for providing a fund, whereout hereafter to endow the public schools, agreeably to the Constitution of this State.

SECTION VII. It is therefore enacted, etc. That sixty thousand acres of land, part of the unappropriated lands belonging to the State, be and they are hereby reserved and appropriated for the sole and express purpose of endowing public schools in the different counties of this State, agreeably to the said Forty-fourth Section of the Constitution.

In Sections VIII. and IX., the Supreme Executive Council is directed to have the lands surveyed and reserved for the purpose named in the Act.

SECTION X. That the said sixty thousand acres of land with the usual allowance of six per centum for roads, hereby reserved out of the unappropriated lands of the State, and so as aforesaid directed to be surveyed, set out, located and appropriated, shall be and remain a fund for the endowment of public schools within the several counties of this State, agreeably to said Forty-fourth Section of the Constitution of this Commonwealth, and shall not otherwise be disposed of, nor shall the same, or any part thereof, be granted or appropriated to any particular school, but by the acts of the Legislature from time to time, to be made in pursuance of the said provision of the Constitution.

The article on education came before the Convention of 1789-90, called to revise the Constitution, in the following form:

SECTION I. A school or schools shall be established in each county for the instruction of youth, and the State shall pay to the masters such salaries as shall enable them to teach at low prices.

SECTION II. The Arts and Sciences shall be promoted in one or more Seminaries of learning.

These provisions are based upon those of the Constitution of 1776, but with several significant changes. Schools are to be established in each county as in the older Constitution, but the Legislature is not required to establish them. The salaries of the masters are to be paid by the State, and not "by the public." The words "Seminaries of learning" are substituted for "Universities." If adopted as presented, any law establishing free schools or making the schools free even to the poor, would have been unconstitutional, and this seems to have been well understood by members of the Convention. The leader of the movement to broaden the proposed sections relating to education was Timothy Pickering, of the county of Luzerne. Mr. Pickering was from a part of the State where public schools had been for many years in operation under local laws; and, besides, he had come to Pennsylvania from Massachusetts, where such schools were common. The following is an abstract of the proceedings of the Convention on the subject:

January 30, 1790. The first section of the article relating to education being under consideration, it was moved by Mr. McKean, of Philadelphia, seconded by Mr. Findley, of Westmoreland, to add the following words to said section, viz., "and the poor gratis." Then, Mr. Pickering moved to postpone the consideration of the section with the amendment to enable him to introduce a substitute for the section as follows: "Knowledge generally diffused among the people being essential to the preservation of their rights, it shall be the duty of the Legislature to provide for the instruction of children

and youth, by the establishment of schools throughout the Commonwealth. And the arts, sciences and all useful learning shall be further promoted in one or more Universities." This was decided in the negative.

On February 26, the subject was again before the Convention, and Messrs. McKean and Findley renewed their motion to add at the end of the first section the words, "and the poor gratis." Mr. Pickering again moved, seconded by Mr Edwards, of Philadelphia, to postpone the subject to enable him to introduce the following in lieu of the first section: "The Legislature shall provide by law for the establishment of schools throughout the State in such a manner that the poor may be taught gratis." The motion was carried, and subsequently, August 17, the proposed amendment was adopted with the insertion of the clause after the word "shall" in the first line, "as soon as conveniently may be." The Article as a whole was agreed to as follows:

SECTION I. The Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State, in such a manner that the poor may be taught gratis.

SECTION II. The arts and sciences shall be promoted in one or more Seminaries of learning.

This article was incorporated into the Constitution of 1838 without change, and continued to be the only constitutional provision on the subject of education until 1874. It seems probable that Mr. Pickering and those who acted with him understood that they were laying the foundation of a system of free schools; but it is doubtful if it was so understood by many of their colleagues, as it certainly was not for a long time thereafter by the Legislature and the public generally. When the question of the constitutionality of the general system of education established in 1834, came before the Supreme Court of the State, it was decided in substance that while the Constitution imperatively demanded the establishment of schools in which the poor should be taught gratuitously, it did not forbid the establishment of those in which all children, rich and poor alike, should be so taught. On this seemingly weak and purely negative basis, rests our whole system of public instruction as it exists to-day. For many years after the adoption of the Constitution of 1790, however, all efforts in behalf of general public education were directed to the end of providing instruction free to those only who were too poor to pay for it. Little attempt was made directly by the Legis-

lature to establish schools, but the laws passed simply made provision for the education of poor children at the public expense in existing schools; in other words, their only aim was to aid the church and neighborhood schools in carrying forward the work in which they had been engaged for a hundred years. Such a system of class education necessarily failed in a State where the doctrine of equality had always been strongly held, but the long continued efforts made in its behalf are of great historic interest, since out of them at last was evolved the great idea that education should be universal and free, and that public schools should be open alike, without discrimination or partiality, to the children of all classes and conditions of men.

The second section of the article relating to education in the Constitution of 1790, was the first to be applied in practical legislation. The State authorities in these early days may have been slow in comprehending the supreme necessity then existing for the establishment of a system of elementary schools, but they were both alive to the importance of Seminaries of learning of a higher order and liberal in their support. This remarkable feature of the legislation of the time will receive attention in some detail in a future chapter, but it must be stated here that between the years 1790 and 1834, there were chartered by the State one University, the Western University of Pennsylvania, five Colleges, Jefferson, Washington, Allegheny, Madison, and Lafayette, and about sixty Academies, one in nearly every county of the State. With few exceptions, all of them received grants of land or of money, or of both, in aggregate value amounting to the sum of four or five hundred thousand dollars. In return, several of the Colleges and nearly all the Academies were required to instruct from three to ten poor children without charge. It is evident that in the minds of many of the legislators of that day, these Academies were the kind of schools the Constitution required to be established in each county, and that the free instruction of a small fraction of the poor children in the State was a practical compliance with the fundamental law. In the case of some of the Academies, the trustees who managed them were required to be chosen by the electors of the counties in which they were located, a certain proportion vacating their seats every year to make room for new candidates. This plan of endowed Academies was highly creditable to the men by whom it was originated and carried into effect. Their intention, doubt-

less, was to plant in all parts of the State institutions like the great Public Schools of England. They forgot, however, that Pennsylvania is not England, and their work consequently was ill suited to a new country. Charters continued to be granted to new institutions, and appropriations were made to Colleges, Academies, and Seminaries for several years after the adoption of the free school system; but the results of the plan were never satisfactory, it could not be made to reach the masses of the people, and even as a scheme of higher education it was only a partial success.

No law was passed by the Legislature to secure the gratuitous instruction of the poor generally throughout the State in accordance with the first section of the article relating to education in the Constitution of 1790, before 1802. The subject, however, was repeatedly spoken of in the messages of Governors Mifflin and McKean, and was brought before the Legislature in the shape of bills and reports of committees. A few extracts from these documents will serve to reveal the educational views and spirit of the times.

In the first message of Governor Mifflin, 1790, we find this thoughtful sentence: "To multiply, regulate and strengthen the sources of education is, indeed, the duty, and must be the delight, of every wise and virtuous government; for the experience of America has evinced that knowledge, while it makes us sensible of our rights as men, enforces our obligations as members of society." Two years later he urged the establishment of public schools as follows: "As education indirectly unites with courts of justice, in producing an habitual obedience to the authority of the laws, and in preserving the peace and order of society, it will not be improper here to express a wish, that the establishment of public schools, contemplated by the Constitution, may receive favorable attention; for, considered merely as a matter of policy, it is better to prevent than to punish offences; and the diffusion of knowledge, elevating the sentiments, and confirming the virtue of the people, is the safest, the best instrument, that government can employ." Like views are expressed in his other messages.

In 1792, the "Society for the Establishment of Sunday-schools," Philadelphia, whose principal object was to establish schools in which poor children at work on the other days of the week, could receive secular as well as religious instruction on the Sabbath day, earnestly petitioned the Legislature in favor of the passage of a law providing for a general system of education. Albert Gallatin, who

was then a member of the Legislature, and others, favored the views of the petitioners; but as gathered from the reports of committees on the subject, the mind of a majority of the members seemed to be that the State could undertake to provide no more than a single school in each county. It was proposed, however, that £400 should be given towards the erection of buildings, and £400 for a library to each county with three representatives or less, and to each of the other counties £600 should be given for buildings, and £600 for a library. The annual appropriations for the two classes of counties were named at £75 and £150 respectively. The next year a bill was introduced into the Legislature, providing that in any neighborhood where the citizens subscribed seventy dollars for a schoolmaster to teach Reading, Writing, and Arithmetic, the State would give fourteen dollars; or if one hundred and twenty dollars were subscribed by the citizens for a schoolmaster who could teach Grammar, the elements of Mathematics, Geography, and History, the State would contribute fifty. All schools to be free, but no child to remain at school more than three years, unless he had paid two dollars per annum for his tuition. The University at Philadelphia, Dickinson College, and an institution to be established west of the Alleghenies, to receive from the schools such poor boys "as displayed marks of genius." None of these propositions met with much favor.

December 8, 1794, a committee was appointed by the House of Representatives to consider and report upon that part of the Governor's address which relates to the establishment of schools throughout the State in such a manner that the poor may be taught gratis; and also to devise a general plan of promoting the arts and sciences by organizing Academies in the several counties. The report of this committee is as follows:

Resolved, That schools may be established throughout the State, in such a manner that the poor may be taught gratis.

Resolved, That one-fifth part of the expense necessary to support the masters of said schools be paid out of the general funds of the State.

Resolved, That the remaining four-fifths of the said expense be paid in each county, respectively, by means of a county tax.

Resolved, That the said schools be put under the direction of trustees in each county, subject to such limitations and regulations, as to the distributions of their funds, the appointment of masters, and their general arrangements as shall be provided by law.

Resolved, That the schools thus established shall be free schools, and that at least spelling, reading, writing and arithmetic, shall be taught therein.

Resolved, That ten thousand dollars a year be appropriated out of the funds of this Commonwealth, to encourage the establishment of Academies, in which grammar, the elements of mathematics, geography and history shall be taught.

Resolved, That the said sum be apportioned amongst the city and several counties of the State in proportion to their respective population.

Resolved, That whenever a sum sufficient, with the addition of the sums proposed to be given by the public, to support an Academy for the purpose aforesaid shall have been subscribed, or contributed, the additional sum of one hundred dollars a year shall be given out of the public treasury, in aid of such Academy.

Resolved, That when the number of Academies in any county shall be so great, that the sum to which such county is entitled becomes insufficient to afford one hundred dollars to each, it shall be divided by the trustees aforesaid among the whole of such Academies, in proportion to the number of masters employed, and scholars taught, and the length of time in each during which each Academy is so kept and supported.

Resolved, That whenever a sum is subscribed and contributed, sufficient, if added to the income of any of the inferior schools, to procure the instruction contemplated to be given in the Academies, such school shall become an Academy and receive the additional bounty of one hundred dollars as aforesaid, subject to a reduction in the manner aforesaid.

These resolutions, clearly outlining an advanced educational policy, were adopted by the House, and a committee was appointed to prepare a bill in accordance with them. This was done, and the bill was passed by both Houses, but was finally lost in a Conference committee. This was a near approach to the adoption of a free school system forty years before the passage of the law of 1834.

Governor McKean followed in the footsteps of his predecessor in urging the Legislature to carry into effect the provision of the Constitution concerning the education of the poor. In his message of 1800, he says, "Having brought these principal institutions into your view, and considered the diffusion of useful knowledge among the people to be the best auxiliary to the administration of a free government, allow me, Gentlemen, to remind you of a Constitutional injunction, 'That the Legislature shall as soon as conveniently may be, provide by law for the establishment of schools throughout the State in such manner that the poor may be taught gratis.'"

On the first day of March, 1802, the Governor approved the following act, the first of its class, making provision in a general way for the education of the poor:

AN ACT TO PROVIDE FOR THE EDUCATION OF POOR CHILDREN GRATIS.

WHEREAS, by the first section of the seventh article of the Constitution of this Commonwealth it is directed "That the Legislature shall as soon as con-

veniently may be, provide by law for the establishment of schools throughout the State, in such manner as that the poor may be taught gratis. Therefore,

SECTION I. *Be it enacted, etc.* That from and after the passing of this act the Guardians and Overseers of the poor of the City of Philadelphia, the District of Southwark and townships and Boroughs within this Commonwealth, shall ascertain the names of all those children whose parents or guardians they shall judge to be unable to pay for their schooling, to give notice in writing to such parent or guardian that provision is made by law for the education of their children or the children under their care, and that they have a full and free right to subscribe at the usual rates and send them to any school in their neighborhood, giving notice thereof as soon as may be to the Guardians or Overseers of the term for which they have subscribed, the number of scholars and the rate of tuition, and in those Townships where there are no guardians or overseers of the poor, the Supervisors of the Highways shall perform the duties herein required to be done by the Guardians or Overseers of the poor.

SECTION II. *And be it further enacted by the authority aforesaid,* That every Guardian or Overseer of the poor, or Supervisor of the Highways, as the case may be, in any township or place where any such child or children shall be sent to school as aforesaid, shall enter in a book the name or names, age and length of time such child or children shall have been so sent to school, together with the amount of schooling, school-books and stationery, and shall levy and collect in the same way and manner and under the same regulations as poor taxes or road taxes are levied and collected, a sufficient sum of money from their respective townships, boroughs, wards or districts, to discharge such expenses together with the sum of five per cent for their trouble.

SECTION III. *And be it further enacted by the authority aforesaid,* That the Guardians or Overseers of the poor for the time being, or Supervisors of the Highways as the case may be, shall use all diligence and prudence in carrying this act into effect, and shall settle their accounts in the same way and manner as by the existing laws of the State, the Guardians, Overseers of the poor, and Supervisors of the poor, and Supervisors of the Highways are authorized and required to settle their accounts.

SECTION IV. *And be it further enacted by the authority aforesaid,* That this act shall continue in force for the term of three years, and from thence to the end of the next sitting of the General Assembly and no longer.

The Act of 1802 may have gone into effect partially in a few localities, but it was soon discovered that it would not answer the intended purpose. In the hope of overcoming the obstacles met with in applying it, but in blindness as to the true cause of the difficulty, the following Act was passed in 1804 as a substitute:

AN ACT TO PROVIDE FOR THE MORE EFFECTUAL EDUCATION OF THE
CHILDREN OF THE POOR GRATIS.

WHEREAS, The law passed the first day of March, anno Domini one thousand eight hundred and two, entitled "An act to provide for the education of poor children gratis," has not been found by experience to answer the constitutional purposes intended by it, Therefore

SECTION I. *Be it enacted, etc.,* That from and after the passing of this act it shall be enjoined as a duty on all schoolmasters and schoolmistresses teach-

ing reading and writing in the English or German languages and arithmetic, to receive into their schools and teach as aforesaid, all such poor children as shall be recommended to them by the Overseers of the poor, or where there are no Overseers of the poor, by a Justice of the Peace and two respectable freeholders of the city, district, or township where such school is kept.

SECTION II. *And be it further enacted by the authority aforesaid,* That upon the performance of any such service by any schoolmaster or schoolmistress as aforesaid, the Overseers of the poor or Justices of the Peace and freeholders who have recommended as aforesaid, shall certify to the commissioners of the proper county or city the names of such poor children, the time they have been respectively taught, and the usual rate of schooling paid for other children at the same school, who shall examine such certificate, and finding it correct, shall draw an order in favor of such schoolmaster or schoolmistress for the amount on the treasurer of the proper County or City, to be paid out of the County Stock.

SECTION III. *And be it further enacted by the authority aforesaid,* That this act shall continue in force for three years, and from thence to the end of the next session of the General Assembly and no longer, and that the Act entitled "An act to provide for the education of poor children gratis," shall be and hereby is repealed.

That this Act also was considered an incomplete fulfillment of the Constitution, appears from the message of the Governor the next year after its passage. After showing the necessity of a general diffusion of knowledge among the people in a republican government, and quoting the Constitutional provision concerning the education of the poor, he says: "Let me, then, claim an early attention for this important subject. It remains with you, by making an adequate provision for men of science in public Seminaries, to introduce a general system of education that shall infuse into the mind of every citizen a knowledge of his rights and duties, that shall excite the useful ambition of excelling in stations of public trust and that shall guard the representative principle from the abuses of intrigue and imposture."

The Act of 1809, with the same title and aim as the Acts of 1802 and 1804, was more carefully drawn, better suited to the circumstances of the case, and consequently longer-lived. It reads as follows:

SECTION I. It shall be the duty of the Commissioners of the several counties within this Commonwealth, at the time of issuing their precepts to the assessors, annually to direct and require the assessors of each and every township, ward and district, to receive from the parents the names of all children between the ages of five and twelve years, who reside therein, and whose parents are unable to pay for their schooling; and the Commissioners, when they hold appeals, shall hear all persons who may apply for additions or alterations of names in said list, and make all such alterations as to them shall

appear just and reasonable, and agreeable to the true intent and meaning of this act; and after adjustment, they shall transmit a correct copy thereof to the respective assessor, requiring him to inform the parents of the children therein contained, that they are at liberty to send them to the most convenient school, free of expense; and the said assessor, for any neglect of the above duty, shall forfeit and pay the sum of five dollars, to be sued for by any person, and recovered as debts of that amount are now recoverable, and to be paid into the county treasury for county purposes: *Provided always*, That the names of no children, whose education is otherwise provided for, shall be received by the assessor of any township or district.

SECTION II. That the said assessor shall send a list of the names of the children, aforesaid, to the teachers of schools within his township, ward or district, whose duty it shall be to teach all such children as may come to their schools, in the same manner as other children are taught; and each teacher shall keep a day-book, in which he shall enter the number of days each child entitled to the provisions of this act, shall be taught; and he shall also enter in said book the amount of all stationery furnished for the use of said child from which book he shall make out his account against the county, on oath or affirmation, agreeably to the usual rates of charging for tuition in said school, subject to the examination and revision of the trustees of the school, where there are any; but where there are no trustees, to three reputable subscribers to the school, which account, after being so examined or revised, he shall present to the County Commissioners, who, if they approve thereof, shall draw their order on the county treasurer for the amount, which he is hereby authorized and directed to pay out of any moneys in the treasury."

This Act did not provide for the establishment of a single school, nor did it attempt to regulate in any way the existing schools it proposed to patronize. But its negative character was not its worst feature; it compelled parents to make a public record of their poverty, to pauperize themselves, and to send their children to school with this invidious mark upon them. Its practical defects were apparent from the first to the friends of a general system of public education, and among the most prominent of these was Governor Simon Snyder. In his message of 1810, he quotes the Constitutional provision requiring the establishment of schools throughout the State, and says pointedly:

Twenty years have elapsed since this injunction became a part of the Constitution, during which time various grants to Colleges and Academies have been made, and several laws have been enacted in the spirit of this provision; but, it is yet much doubted, whether there has been such a legislative act as guarantees to the poor throughout the State, the blessings of education free of expense. To enforce the importance of a general diffusion of knowledge in a republican, representative government would surely be unnecessary to an enlightened and patriotic Legislature; nor will the difficulty of ascertaining the best and most certain means of effecting this great good, discourage them from further attempting to attain an object so extremely desirable, as it regards the peace, harmony and happiness of society and the stability of our republican institutions.

And again in his message of 1813, he speaks strongly on the subject:

The preservation of morals and our free institutions, together with the true interests of humanity, would be much promoted and their perpetuation secured by the general diffusion of knowledge amongst all our citizens. A solemn injunction contemplating these important objects, by the establishment of schools throughout the State, though contained in the instrument from which the departments constituting the government derive their powers, remains yet to be filled, on the broad plan and liberal principles which actuated those who enjoined the duty. The laws in force have done much good; a careful revision of them would probably do much more, by extending the benefits of this important branch of republican polity.

In 1817, foreseeing the necessity of an examination of teachers, and of the supervision of schools—wants that remained unsupplied for many years thereafter—he recommends:

That some mode be prescribed by law for ascertaining the qualifications of those who offer to instruct youth. That such as are approved, and who at the expiration of the period for which they may have engaged to teach produce a favorable report of the conduct and progress of their schools from a committee to be for that purpose appointed in each county, shall receive out of the State treasury a small salary in addition to individual subscriptions. This, I hesitate not to say, would be the means of banishing ignorance and negligence from presiding over the education of children, and prevent that deplorably useless consumption of time, that exhibition of idleness and demoralizing habits, so commonly prevalent in our country schools.

Governor Findlay, in his message of 1818, complains of the want of "Seminaries of learning" in the interior counties, and recommends the establishment of a University in the central part of the State, and then joins Governor Snyder in criticising the educational measures previously adopted, and urges further action on the subject by the Legislature. His words on this part of the subject are:

To provide for the education of the poor gratuitously is also a duty equally imperative and important. This subject has at different periods occupied the attention of the Legislature; but the measures hitherto adopted have not proved commensurate with the laudable motives by which they were dictated. The diversity of languages taught in the State, with other circumstances, presents great difficulties in establishing a general system that would be wholly free from objection; but, I trust, they are not insurmountable. Concentrating, as you do, a knowledge of the local situation and views of the people in every quarter of the State, aided by the light derived from experiments made by your predecessors, you must be competent, and, I trust, desirous to devise a system that will accommodate the wants and favor the wishes of every section of the Commonwealth. Arduous and difficult as the task may be, its performance would bring with it an ample reward. Education has such an influence in improving and expanding the intellectual powers, and in infusing

into youthful and untrained minds correct ideas of religion, justice and honor, that crimes are not so frequently associated with it as with ignorance and debasement of mind. The general dissemination of information, by enabling all to become acquainted with their duties and rights, tends to prevent the commission of crimes; an effect not to be expected from penal laws alone. It may indeed be questioned, how far it is correct in a Government to punish offences without making an effort to enable the people to acquire a knowledge of the laws and their relative duties in society."

Governor Hiester, in his message of 1821, commends the Lancasterian system of education, and thinks the example of Philadelphia, where this system was then in operation, might be profitably followed in other parts of the State. "For the establishment of schools," says he, "in which the terms of tuition are greatly reduced, and in which those who are not able to meet the expense are taught gratuitously, the citizens of Philadelphia stand pre-eminent. Their schools established under different acts of Assembly, on the Lancasterian system of education, are, at this time, preparing for future usefulness 5,359 scholars, many of whom would otherwise be permitted to grow up in ignorance, and become a prey to those vices of which it unfortunately is so fruitful a source." In the same message he urges the attention of the Legislature to the question of uniting with others of the original States in a demand upon the General Government for an equitable proportion of the public lands for the support of schools.

In 1823, Governor Shulze thus speaks of the provision in the Constitution relating to education: "The object of the Convention seems to have been to diffuse the means of rudimental education so extensively that they should be completely within the reach of all—the poor who could not pay for them, as well as the rich who could. Convinced that even liberty without knowledge is but a precarious blessing, I cannot therefore too strongly recommend this subject to your consideration." In 1824, he presses the subject more strongly and proposes a special State appropriation, as follows: "To carry into effect the Constitutional injunction much has already been done; it must however be conceded that much remains yet to do. Primary schools have been established and Colleges endowed, yet in a manner heretofore unfortunately not equal to their wants or necessities. I would respectfully suggest whether an annual sum specially appropriated for that purpose, would not in a few years raise a fund equal to the universal diffusion of the elements of education among the children of the republic." In 1827, he utters

these noble and just sentiments: "Knowledge cannot be supplied to all in equal measure, but it is hoped the time will come when none shall be left entirely destitute. Then will the Legislature truly be, in this respect, what the framers of the Constitution desired it should be, a parent to the children of the poor; and they, in return, will have strong inducements to love and to honor and to do their utmost to perpetuate the free institutions from which they derive so equal a benefit, so prolific a source of happiness." And his last words on the subject, in 1828, are "to devise means for the establishment of a fund and the adoption of a plan by which the blessings of the more necessary branches of education shall be conferred on every family within our borders, would be every way worthy the Legislature of Pennsylvania."

Not one of the Governors of the State, during the time it remained in force, was satisfied that the Act of 1809 was a fulfillment of the constitutional provision respecting education. And they were not alone in this opinion. In 1812, a supplement to the Act was passed, modifying it so far as it applied to the city and county of Philadelphia, and authorizing the county commissioners, if they thought the cause of education or the public good would be promoted thereby, to establish public schools in such manner and under such regulations as the Councils of the city of Philadelphia and the Boards of Commissioners of the township of the Northern Liberties and of the district of Southwark should approve. This supplement was the forerunner of the Act of 1818, which constituted Philadelphia the "First School District" of Pennsylvania, and provided for the education of the children of the city and county on the Lancasterian plan, at the public expense. Under the Act of 1818, the schools established in Philadelphia were not intended to be free to the children of all classes of citizens. The object of the Act was simply to provide by public authority a better and less expensive way of educating the poor. None but the children of indigent parents were admitted into the schools at the public expense, boys between the ages of six and fourteen, and girls between the ages of five and thirteen. Authority was given in the Act to establish a school for the training of teachers, and in virtue of it, the honor must be accorded to Philadelphia of having the oldest Normal School in the United States.

The example of Philadelphia was followed in 1821 by the counties of Cumberland, Dauphin, Lancaster, and Allegheny, for whose

benefit special acts were passed authorizing the employment of teachers to instruct poor children in schools by themselves, and the appointment of trustees to superintend such schools. Books and stationery were to be furnished, as under the Act of 1809.

By an Act approved April 1, 1822, Lancaster city and the incorporated boroughs of the county became the "Second School District" of Pennsylvania, of which Lancaster city was constituted the first Section. The power to erect schoolhouses, select teachers, provide books, and manage the schools, was intrusted to a board of twelve directors, appointed by the Court. The schools were required to be conducted according to the Lancasterian system. The expense was at first borne by the county; but as the law went into effect only in the city, the funds for the support of the schools established after 1824, came exclusively out of the city treasury. The fifth section of the Act will show its purpose, as well as the purpose of the Act in relation to Philadelphia, after which it was modeled. It is as follows: "That the said directors may admit into any public school or schools, all such indigent orphan children, and the children of indigent parents, to be supported at the public expense, as they shall deem expedient and proper; they may also admit children whose parents or guardians are in circumstances to pay their tuition, either in whole or in part, and shall be at liberty to charge in each individual case, any sum which may be agreed upon between the parties, which shall be applied in all cases to the support of such school or schools."

The special acts relating to education in Philadelphia and in the counties above mentioned, were prompted by a new plan of school management, called Lancasterian, after its author, Joseph Lancaster, which began to take root in Pennsylvania about 1809. Schools conducted on this plan were established at Philadelphia, Lancaster, Columbia, Harrisburg, Pittsburgh, Milton, Erie, New Castle, Greencastle, and perhaps at a few other places.

In 1824, an Act was passed repealing the Act of 1809 and all special acts relating to public education except those constituting the First and Second School Districts of Philadelphia and Lancaster and providing, according to its title, "more effectually for the education of the poor gratis, and for laying the foundation of a general system of education throughout the Commonwealth." There are no records to show that this Act ever went into effect; it met with violent opposition, was repealed in 1826 and the Act of 1809 re-

stored; but the following synopsis of its principal provisions will show that in theory at least it did what it purported to do, lay the foundation of a general system of public education, and that it contains some of the leading provisions that were in substance incorporated into the free school Act of 1834, and that are found in the school laws of the present day.

The Act of 1824 as indicated in its title contains two distinct parts; the first relating to the education of the poor alone, and the second making provision looking forward to the education of all classes of children. In the first part it is provided that three "school men" shall be elected in each township, ward or borough, one annually. In case of a failure to elect, the proper Court is required to appoint, and the Court is also required to fill all vacancies. The school men must take an oath to perform their duties faithfully, and for a refusal to serve are subject to a fine of twenty dollars. The assessors are to prepare the lists of poor children between the ages of six and fourteen and place them in the hands of the school men whose duty it is to revise them. They are then given to the county commissioners. The school men are required to superintend the education of the poor children in their respective townships, wards and boroughs, and to supply them with books, stationery, etc.

The second part, Section X, begins with the preamble, "*And Whereas*, a general system of education and the diffusion of knowledge are necessary to the prosperity and happiness of this Commonwealth." The citizens of the several townships, wards and boroughs are authorized to vote on the question of a "general tax" for schools, "schools" or "no schools." In case a majority cast their votes for schools, the school men are required to levy, on the basis of the tax for county purposes, a school tax sufficient to support the schools for the current year. It is made the duty of the school men to divide each township or borough into as many school districts as may be found necessary, to select sites and provide for the erection of school-houses, and to furnish books and stationery for the use of the schools. It is also made the duty of the school men "to carefully examine all teachers and judge of their qualifications and character, and to contract with the teachers either by yearly salary or a sum certain for each scholar; they shall also have a general supervision and control over the school or schools in their respective townships or boroughs: *Provided*, That no child shall be taught

at the public expense, under the provisions of this Act, for a longer period than three years; *Provided Further*, That parents may send for that length of time, at such times, between the ages of six and fourteen, as will suit their convenience." Provision is made for the appointment of treasurers to keep the moneys, all of which are to be strictly accounted for. Two or more contiguous townships may establish a joint school, and families who live at too great a distance from a school to be benefited thereby are exempted from the payment of school tax. Any township or borough putting in operation the general system of education will continue to receive its share of the county fund allowed for the education of poor children. Reports of the working of the system are to be made by the county commissioners to the Secretary of the Commonwealth, to be by him communicated to the Legislature. The following section recognizes an issue pending at the time between the public and the church schools, and makes an effort to compromise it: "And whenever a school shall belong to or be under the immediate direction and supervision of any religious society, the school men shall not employ a teacher for such school contrary to the wishes or consent of such religious society; and such school shall be entitled to its proper share of the funds raised by virtue of this Act; *Provided*, That the trustees or society having the control of such school as aforesaid, shall at all times admit into such school any children which the school men shall direct to be taught at such school, and that the school men shall visit such schools in the same manner as other schools."

Besides the enactment of special laws relating to education and the struggle connected with the passage and repeal of the Act of 1824, the waters of the Legislature were troubled during the whole period that the Act of 1809 remained on the statute books with petitions, recommendations, reports of committees, bills, and discussions on the subject of education. During all these years, there was an active minority in favor of the establishment of a general system of education, and a determined majority ever ready to resist such a measure. On several occasions, the majority disposed of the troublesome subject by shrewdly recommending it "to the early attention of the next Legislature;" but sometimes a bolder course was necessary, as in 1818, when the following resolutions moved by Messrs. Leib and McKean were unceremoniously laid on the table:

WHEREAS, It is enjoined by the Constitution of this Commonwealth that 'the Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State in such manner that the poor may be taught gratis, and that the arts and sciences shall be promoted in one or more seminaries of learning:'

AND WHEREAS, No provision has heretofore been made by law to establish schools out of the funds of the Commonwealth, for the instruction of the poor gratis, although large sums have from time to time been appropriated towards the endowment of seminaries of learning.

AND WHEREAS, Humanity as well as policy requires the extension of the public patronage to those who are without the means of providing for their own education, and that the first fruits of the treasury should be awarded them in preference to those who have means for their own instruction.

AND WHEREAS, The improvement of the moral and intellectual faculties of man is an indispensable requisite in preserving and perpetuating the blessings of free government, and ignorance is the parent of vice, of despotism and of crime; therefore,

Resolved, That provision be made by law for the establishment of schools throughout the State in such manner that the poor may be taught gratis; and that ——— thousand dollars be appropriated annually for this object, to be distributed among the several counties in proportion to their population.

The educational policy enforced in Pennsylvania for fifty years after the close of the Revolutionary war embraced two objects; } ←
 first, the establishment in all parts of the State of endowed Academies, in which a small number of indigent pupils were to be taught } 1.
 gratuitously, mostly with reference to their becoming teachers; and, } 2.
 second, the free instruction of poor children in the existing church }
 or neighborhood schools. That the first part of this policy met }
 with only partial success will be shown in the proper place; what }
 remains to be done here is to sum up the results of the long-con- } 4.
 tinued effort to educate the poor as a separate class.

Schools were greatly multiplied during the period under review. The rapid increase of population, the mental activity and spirit of enterprise among the people that followed the war of Independence, the inviting prospect of a country won, owned and possessing possibilities rivalling those of the greatest nations in the world, were of themselves causes sufficient to create a desire for knowledge and to provide the means of gratifying it. The several religious denominations continued to exert themselves in some measure to increase the number of the schools under their control, but their zeal in this direction had greatly abated, and neighborhoods almost everywhere, without regard to differences in religion, combined their efforts to secure instruction for their children. Doubtless, the provision made in the Act of 1809 for furnishing instruction to the poor gratuitously

may have been of some assistance to the class it was intended to benefit, it may even have tended to strengthen a few weak schools or encouraged the opening of a chance new school in a particular locality, but its influence was certainly not notable in this respect, and, as a measure of public educational policy, it failed and finally became odious on account of the humiliating mark it set upon the poor. Its general results, however, are best made known in the language of official documents issued at the time.

The following is an extract from a report of the Committee on Education of the Senate, Mr. Wurts, of Philadelphia, chairman, read March 1, 1822:

From the information before the committee, they are induced to believe that the Act of April 4, 1809, "to provide for the education of the poor gratis," is wholly inoperative in many counties of the Commonwealth and much abused in others. This cannot be a matter of surprise when it is considered that it is not made the duty of any person to see that the provisions of the law be faithfully carried into effect. Through the agency of assessors and county commissioners, if they attend to their duty, a list of the children between the ages of five and twelve years, in each township, ward or district, whose parents are unable to pay for their schooling, is made out and sent to the teachers of schools within such township, ward or district, after which the parent is at liberty to send the child to such school at the expense of the county. But no person is appointed to see that the child is sent to school, or when sent, that it is properly instructed. The school may not be one from which the pupil can derive benefit. Gross negligence or incapacity on the part of the teacher may, and it is believed not unfrequently does defeat the object of public bounty, and renders the whole system useless in its effects upon those intended to be improved by it: add to which it is apprehended that it is not unusual for a county to pay for the schooling of children who are placed upon the register but do not attend the school. Such are some of the consequences of the present system, even were the assessors and commissioners faithfully to comply with the requisitions of the law, and parents to avail themselves of its privileges. But for want of due attention on the part of these officers, or from the culpable neglect or mistaken pride of parents, it frequently happens that the children of the poor do not reap the benefit of even the precarious provision which is made for them by the Act of 1809. In many counties the law is a dead letter. To revise it and provide a more efficient system is one of the most urgent duties of the Legislature. "Educate the poor" is one of the soundest maxims, one of the most important admonitions, which can reach and dwell upon the mind of a republican lawgiver.

The Secretary of the Commonwealth, Hon. C. Blythe, in a communication to the House of Representatives, February 28, 1829, in response to a resolution of that body, says:

It appears that in the thirty-one counties from which reports have been received, in the year 1825, 4,940 poor children received instruction in the com-

mon schools, at an expense of \$15,931.79¾. In the year 1826, 7,943 poor children were instructed at an expense of \$30,192.47. In the year 1827, 9,014 poor children were instructed at an expense of \$25,637.36½; and in the year 1828, up to the date of the reports, 4,477 poor children were instructed at an expense of \$15,067.99¾. The number educated in the Lancasterian schools were in the year 1826, 3,950; 1827, 4,342; and 1828, 4,267.

And further on he adds:

The whole number of children within the Commonwealth, between the ages of five and sixteen, is probably not less than three hundred and fifty thousand. The necessity of extending to these the benefits of elementary education is obvious to all. * * * If all the children within the Commonwealth are not instructed, the interest of the community requires that the means of education should be, as far as possible, placed within the reach of all. * * * It is more than probable that the money expended by the public and by individuals throughout the Commonwealth for education in the common schools, is sufficient, if applied under the control of agents familiar with the most approved systems of elementary instruction, to extend the benefits of an education to all the children within the State.

During the session of 1830-31, N. P. Fetterman, of Bedford county, was chairman of the Committee on Education in the House of Representatives. On the 27th of January, he read a very able report advocating a broad system of general education. The paragraphs in this report criticising the Act of 1809 are as follows:

This act only provides for the education of those children between the ages of five and twelve years; as if in that period they would learn enough to enable them to act their part in the several stations in which they may be placed through life, with advantage to themselves, and with credit to the State of which they are citizens. None are contemplated within its provisions, but those whose parents are unable to pay for their education; as if by drawing an invidious distinction between the wealthy and the poor, the latter would more eagerly adopt the provisions of an act, thus rendered obnoxious to them. None are prepared to enjoy its provisions until they have first been notified of their poverty and degradation, by the commissioners of their county. And not until thus certified and approved to be within its letter, does the assessor give them leave to attend any school convenient, within their neighborhood.

This Act in some measure militates with the spirit of our free institutions. They have an equalizing tendency; it, the contrary. They would confound all ranks, classes and distinctions; it marks, delineates and approves of them. Hence that feeling so peculiarly manifest amongst us, that will acknowledge no inferiority, has too often encouraged a disposition on the part of the poor to suffer their children to grow up ignorant and unlearned, rather than humble them in their opinion, by accepting alms of the public. Hence this act has not had the full effect that its framers expected of it, and falls far short of that system which the education of the youth of our rising Commonwealth demands. And hence, it is only surprising that it has remained so long, unrepealed, on our statute book.

But objectionable as was the policy of educating the poor as separate class, it was scarcely more objectionable than the rate-bill policy that prevailed in most if not in all of the New England States, New York and Ohio, down to a period long subsequent to the adoption of the absolutely free school principle in Pennsylvania. The rate-bill policy required that children able to pay for their tuition should do so in whole or in part, and only those too poor to pay were admitted into the schools gratuitously. Thus a mark was set upon the poor in the earliest of the so-called free school States, as odious as that so justly condemned in Pennsylvania. A State with rate-bills may have a system of public schools, but it cannot have a system of free schools; and, in adopting a system of the latter kind, Pennsylvania, though slow was one of the foremost States in the Union.

CHAPTER XIV.

EARLY EDUCATION IN PHILADELPHIA.

**PRIVATE SCHOOLS. LANCASTERIAN SCHOOLS. PREPARING THE WAY FOR
FREE SCHOOLS.**

IN addition to what has been said of it in the general narrative, the history of education in Philadelphia deserves special treatment, both on account of the intrinsic interest of the subject and its close relation to what was done in the State at large, and especially to the struggle for free schools.

In 1696, Thomas Holme, one of the Judges of the Philadelphia County Court composed, in rhyme, a "True Relation of the Flourishing State of Pennsylvania." He thus speaks of schools and teachers:

Here are schools of divers sorts,
To which our youth daily resorts.
Good women, who do very well,
Bring little ones to read and spell,
Which fits them for writing; and then
Here's men to bring them to their pen,
And to instruct and make them quick
In all sorts of Arithmetick.

The following is the title of a book published in London, in 1698:
"An Historical and Geographical Account of the Province and Country of Pennsylvania and West New Jersey in America, by Gabriel Thomas, who resided there fifteen years." Speaking of Philadelphia, Thomas says, "In said city are several good schools of Learning for Youth in order to the Attainment of Arts and Sciences, as also Reading, Writing, etc."

From what can be gathered from these statements, it would seem probable that there were in Philadelphia, from the first, schools of different kinds and grades, taught both by men and women, in addition to that of Enoch Flower, and others elsewhere mentioned. They were doubtless for the most part private schools, conducted by individuals on their own account. A little later, and the Friends' Public School and the Charity Schools connected with it, and the schools established by the different churches, provided instruction

for a large number of pupils, but they never displaced the private schools. Indeed, this class of schools seems to have increased with the increasing population, for in White's Directory of 1785 there may be found the names of at least one hundred teachers of private schools, most of them women. By 1800, the number of the teachers of such schools had swelled to the neighborhood of two hundred. The grade of the schools kept by these old schoolmasters and schoolmistresses was from that of an infant school up to that of a classical Academy. The teaching of music and needle-work was quite common in schools for girls, and the French language seems to have been as generally taught as at present. Any one able to pay for it, could obtain instruction in Latin, Greek, and Mathematics. These schools preserved no records, and few particulars can be given concerning them.

William Milne taught a night school, in 1751, in a room in Aldridge's Alley. His course of instruction included Spelling, Reading, Writing, Arithmetic, Geometry, Navigation and Mensuration.

In 1754, a Mr. Elphinstone advertises his ability to make good writers in a five weeks' course of instruction.

In 1756, Jacob Ehrenzeller opened a school on Arch Street. He had probably been a schoolmaster in Germany, as most likely had John Hefferman, whose school, in 1779, was located in Letitia Court.

Mary McAllester proposed, on May 15, 1767, to open a Boarding School for young ladies, the first in Philadelphia. In her advertisement, she expressed her surprise that in "a city where every public institution for the benefit of mankind has met with encouragement, a proper Seminary or Boarding School for the education of young ladies should be wanting."

A Mr. Griscom, in 1770, taught an Academy at the corner of Water and Vine streets, "free from the noise of the city." He appears to have been the first to call a private school by the ambitious name, "Academy."

In 1771, Mr. Oliphant gives notice that he has an elegant room in which to accommodate his pupils.

Schoolmaster Horton was the first to broach the idea of separate schools for girls, but made some amends for this mistake by favoring their instruction in Grammar and the higher branches of learn-

John Poor, a native of Massachusetts, and a graduate of Harvard University, established "The Young Ladies' Academy of Philadelphia" in 1787, had it incorporated by State authority in 1792, and in the City Directory of 1802 it was declared to be the only incorporated institution for the education of young ladies in the United States.* Notwithstanding the Legislature refused to grant it the assistance given to so many county Academies of the day, Poor's school flourished for some years, was at times attended by as many as one hundred and fifty students, including representatives from nearly all the States of the Union, as well as from Canada, Nova Scotia, and the West Indies; had a regular course of study, considered liberal for the time, consisting of "Reading, History, Arithmetic, Grammar, Composition, Geography with the use of globes and maps, Rhetoric, and Vocal Music," and granted diplomas to those who completed it. Its public examinations and commencements were a novelty at that day, and attracted large audiences. The young lady graduates delivered orations, as in Colleges for the opposite sex. Rev. William Woodbridge, himself at the time the master of a young ladies' school in New Haven, in an article in the American Journal of Education for September, 1830, must have referred to an older school than that of Poor, if no mistake be made in the date of his visit, when he says: "In 1780, in Philadelphia, for the first time in my life, I heard a class of young ladies parse English. After the success of the Moravians in female education, the attention of gentlemen of reputation and influence was turned to the subject. Dr. Morgan, Dr. Rush, the great advocate of education, with others whom I cannot name, instituted an Academy for females in Philadelphia. Their attention, influence, and fostering care were successful, and from them sprang all the following and celebrated schools in that city."

Joseph Sharpless conducted an Academy on Second street in 1791.

Madam Sigoigne, and afterwards her daughter, Miss Adele, had a school for young ladies at Germantown about 1814. It was one of the most noted institutions of the kind at that day.

Rev. Samuel Magaw and Rev. James Abercrombie, Episcopalians, opened an Academy, in 1800, in Spruce Street. Rev. Burgess Alli-

* Without doubt the oldest Female Seminary in America was that of Madam La Peltrie, of the Ursuline Convent, established at Quebec in 1639. It was attended by both French and Indian girls.

son, Baptist, taught the same year a similar institution in Frankford. Frankford had about the same time a less pretentious schoolmaster in the person of Alexander Wilson, the celebrated American ornithologist. Subsequently, about 1804, he also taught a little school at the old Swedish settlement of Kingsessing, when he became acquainted with John Bartram, the botanist, and entered upon that career which has made his name known wherever the feathered songsters of our forests are admired or studied.



WILSON'S SCHOOLHOUSE AT KINGSESSING.

Scarcely anything is known of William Kidd, Andrew Brown, Lyttle, Gartby, Todd, Trip, Clark, Rankin, or Yerkes, who taught in Philadelphia something like a century ago, except that they were remembered for years while the names of contemporaneous schoolmasters were forgotten.

In 1810, according to Dr. Mease in his "Picture of Philadelphia," the United Episcopal churches had one free school with sixty boys, and another for girls with forty. The second Presbyterian church had one free school. The Lutherans had six schools in which Reading, Writing and Arithmetic, as well as the German language and the Catechism, were taught. The Reformed had two schools and the Catholics two, in all of which the poor were taught gratuitously.

The "Overseers of the Schools" had in connection with the Friends' Public School fourteen Charity Schools in operation in 1824. Such schools had then been maintained by the Friends for

more than a hundred years. The Academy and College out of which the University of Pennsylvania grew supported Charity Schools from the first as a part of the plan of education adopted by its founders.

Outside of what was done by the several churches, the period following the Revolutionary war gave rise to numerous efforts to furnish facilities for the education of the poor. In 1790, a system of Sunday or First Day schools was established for the purpose of instructing the children of indigent parents in the elements of secular knowledge as well as in matters appertaining to religion. All the leading denominations were enlisted in the good work. Bishop White, of the Episcopal Church, was President of the organization, but the originator and real head of the movement was Dr. Benjamin Rush. Two schools, one for boys and the other for girls, were opened in 1791. About two years later a third was opened, and the number of children in attendance was three hundred and twenty. The Board of Visitors, in their report for 1796, say: "By this benevolent institution the children of many of the poorer part of the community, who would otherwise have been running through the streets, habituating themselves to mischief, are rescued from vice, and inured to habits of virtue and religion; and it is with great pleasure that the Board of Visitors have observed that the improvement in reading and writing, made by the children of the schools, answers their most sanguine expectations."

Anne Parrish, a Quakeress, having lost some dear friends by the yellow fever, and her parents being dangerously ill with the fell disease, made a vow, if they recovered, to devote the rest of her life to works of benevolence. They did recover, and she nobly kept her promise by establishing, in 1796, a school for neglected female children, out of which subsequently grew, first, "The Society for the Free Instruction of Female Children," and, afterwards, the "Aimwell School Association." Soon after beginning her charitable work, Miss Parrish was joined in it by other benevolent lady Friends. They taught the school themselves by turns, giving instruction in Spelling, Reading, Writing, Arithmetic, and Sewing. When the Association grew stronger, regular teachers were employed, a convenient schoolhouse was built; and with an attendance of about eighty poor children, none of whom are allowed to be the children of Friends, the school, now nearly one hundred years old, still with a full measure of success pursues its holy mission.

In 1799, three young men, William Nekervis, Philip Garrett, and Joseph Briggs, agreed to open a night school for poor children and do the teaching themselves. Two years later their effort was organized into "The Philadelphia Society for the Establishment and Support of Charity Schools." The same year, some \$13,000 were obtained from the bequest of Christopher Ludwick, who had been the head baker for the Revolutionary army. He left the money to establish a free school for the gratuitous education of poor children, without regard to country, race, or sect. The Philadelphia Society had a competitor for the bequest in the trustees of the University of Pennsylvania, who wanted the money for their Charity Schools. The former obtained it by beating the latter in an exciting race to Lancaster, where the respective charters had to be enrolled. Dr. Rush recommended the Society to the citizens in 1814, and \$2,800 were subscribed for its support. A school for girls was established in 1811; and from 1812 onwards, with an annual income of \$1,700, the Society was able to give free instruction to about four hundred pupils. In 1829 the number of pupils in the school was four hundred and twenty-nine, and the whole number instructed from the beginning nine thousand five hundred. In the school for girls there were taught at this time, in addition to the usual branches of an elementary education, sewing, marking, knitting, and straw-plaiting.

The Presbyterians established the "Philadelphia Union" in 1804. Its purpose was to found schools for the free instruction of poor children.

Thomas Scattergood was the leading spirit, in 1807, in establishing "The Philadelphia Association for the Instruction of Poor Children." A school for boys was opened at once, and five years later a school for girls. Both gave way to the public schools in 1818, having instructed two thousand seven hundred pupils.

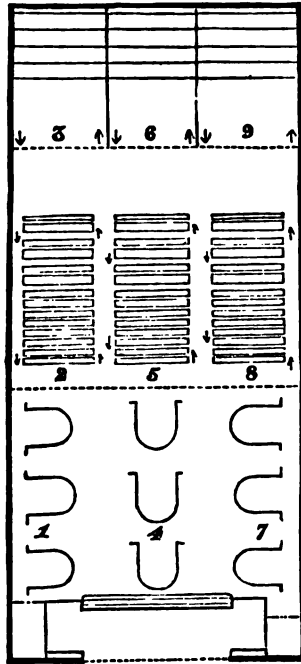
Joseph Lancaster was born November 27, 1778, in Kent Street, Borough Road, London. He was a member of the Society of Friends. At the age of twenty, he opened a school in a room in his father's house for the poor children of the neighborhood. The school soon became too large to be thus accommodated, and a suitable building was erected for it. A thousand children are said to have been at times in attendance. As most of the pupils were unable to pay for their instruction, and as Lancaster himself was too poor to employ assistants, he devised the plan of appointing some of the pupils as monitors to instruct others. The great

school thus taught itself under the general supervision of a single master. This system was then new in England, although in its main features it had been previously practiced by Dr. Andrew Bell, in India; and by its quick results and showy methods excited widespread interest. Many persons visited the school, some of them persons of high rank. Its success reached the ears of King George III., and Lancaster was invited to an interview. The result was a liberal royal subscription in aid of the benevolent work, and such eclat as made the monitorial system known throughout the whole kingdom. Lancaster left his school, became a lecturer on education and traveled extensively, everywhere, in addition to advancing his peculiar views in reference to school management, inculcating much sound doctrine on the subject of the training of children. Schools were established in many places throughout England, Scotland, and Ireland, and efforts were made to plant them in all the colonies of the British Empire, and in a number of foreign countries.

With their schools for poor children, the Lancasterian societies organized what they called Model Schools and Normal Colleges. In the latter, young teachers received theoretical professional instruction; and, in the former, they had opportunities of learning to teach by actual practice.

The most celebrated of the Lancasterian schools, that at Borough Road, London, was visited, in 1805, by a member of the New York Free School Society, who on his return to America procured the adoption of the new method in the schools of the Society. The patriotic and progressive De Witt Clinton, in a speech at the opening of a Free School, in New York, in 1809, says, "I confess that I recognize in Lancaster, the benefactor of the human race. I consider his system as creating a new era in education—as a blessing sent down from Heaven, to redeem the poor and distressed of this world from the power and dominion of ignorance." In his message as Governor, in 1818, his words are equally strong: "Having participated in the first establishment of the Lancasterian system in this country; having carefully observed its progress and witnessed its benefits, I can confidently recommend it as an invaluable improvement, which, by wonderful combination of economy in expense, and rapidity of instruction, has created a new era in education. The system operates with the same efficacy in education as labor-saving machinery does in the useful arts."

The Lancasterian method was introduced into Philadelphia almost as soon as into New York. Thomas Scattergood's Charity Schools adopted this method, as well as some other schools of a similar character. James Edwards opened a school in 1817, and claimed to be the only teacher in the city who had received a certificate of competency from Lancaster. Edward Baker delivered lectures about the same time in which he assumed to express Lancaster's opinions. Men and women professing the utmost skill in the new method established schools and struggled for patronage. But while there was some competition among the teachers and friends of the new system, and some differences of opinion concerning details, it gained rapidly in public estimation, and seemed destined for a time to sweep all other systems out of existence.



The room represented in the engraving is a Lancasterian schoolroom, designed to accommodate four hundred and fifty pupils, divided into three classes, each class consisting of three sections. The dotted lines represent curtains or movable partitions, separating the room into three divisions. These divisions consist of a gallery, with the seats so arranged that those behind are higher than those in front, for oral class or collective instruction; desks for writing, drawing, etc., and "drafts," semi-elliptical forms, marked on the floor, around which the pupils stand to receive instruction from the monitors. From the teacher's platform at one end of the room, when the curtains are drawn, the whole school can be overlooked. The figures 1, 2, and 3, represent the position of the first class, divided into sections A, B, and C. The sections recite simultaneously, and the arrows indicate how the pupils change places at given intervals. The figures 4, 5, and 6, and 7, 8, and 9, indicate in a similar way the position of the other classes and sections. The monitors stand at the open ends of the "drafts," and each has charge at one time of about fifteen pupils.

INSIDE VIEW OF A LANCASTERIAN SCHOOL, WITH EXPLANATION.

Joseph Lancaster himself came to America in 1818, and after a short sojourn in New York, pushed on to Philadelphia, whither he had been invited to assist in organizing the newly-established public schools on the Lancasterian plan in accordance with the law estab-

lishing them. Here he remained, in the employ of the Board of Controllers as Principal of the Model School, for several years, teaching and expounding his system of instruction. In 1823, he went to South America and opened a school at the invitation of General Bolivar, returned to Philadelphia, suffered greatly from sickness and poverty, and died, in 1838, from being run over in the streets of New York.

Three Infant School Societies were organized in Philadelphia in 1827-8. Individual Infant Schools had been established at an earlier date. Roberts Vaux had supported one or more of them at his own expense. These schools were primarily designed for children under the age at which they were then admitted into the public schools, and they gave special attention to instruction and training in morality and religion. These societies had in charge, in 1830, eight or ten schools, and from two to three thousand pupils. An effort was made soon after their establishment to have the Infant Schools incorporated into the public school system as a part of the same, and the Legislature passed a permissive Act as follows: "The said Controllers be and they are hereby authorized when they shall think proper, to establish schools for the instruction of children under five years of age, and that the money expended in the establishment and support of these schools, shall be provided for in the same manner as now, or shall hereafter be directed by law, with respect to the other public schools." No action was taken under this Act, and in 1830 a meeting of citizens was held, John Sergeant presiding, at which a memorial to the Legislature was adopted, setting forth the benefits of Infant Schools, and asking for an amendment to the law "so as to direct the Controllers of Public Schools, or the County Commissioners, to pay the Directors of the Infant Schools of the City and Liberties, the sum of five hundred dollars for each school containing not less than one hundred and fifty scholars, and in proportion for a greater or less number."

In 1832, the Controllers, as an experiment, opened what they called an "Infant Model School," and in 1834 six others were opened. This led, in 1837, to the establishment of thirty primary schools, which were placed in charge of female teachers.

The founding of the Friends' Public School in 1697, with its generous purpose of providing gratuitous instruction, both higher and elementary, to all the children of the poor willing to receive it, was

without doubt the first step in the series that led to the establishment of a system of public schools in Philadelphia. Next came the Academy and its connected charitable schools in 1753, with aims as comprehensive as the educational necessities of the rising generation. Tending in the same direction were the Sunday-schools of 1790; the schools for indigent children established by the different church organizations and independently; the State law of 1809, and its supplement of 1812, providing for the education of the poor at the public expense; and finally the introduction of the Lancasterian method of instruction, by which large numbers of children could be taught at very moderate cost. These were the seeds that grew and ripened into a system of public schools.

The winter of 1816-17 was one of sore distress among the poor of Philadelphia. The "Society for the Promotion of the Public Economy" was formed, not simply to secure relief for present distress, but to provide means of preventing future want. Among the committees appointed by this body was one on public schools, of which Roberts Vaux was chairman. This committee made inquiry into the merits of the Lancasterian system of instruction, was favorably impressed with it, gave encouragement to the schools in the city then taught according to this plan, prepared and had passed by the Legislature the law of 1818 establishing public schools in which Lancaster's methods of instruction "in their most approved state" were to be used, and invited Lancaster, himself, to come over from England to assist in carrying the law into effect. Mr. Vaux was for many years President of the organization he had done so much to form.

The law of 1818, providing for the education of children at public expense, did not establish free schools in Philadelphia as they now exist. Its object was simply to establish a better and less costly system of elementary schools for poor children than the one then in operation. No provision was made to educate any children at the public expense except "indigent orphan children or children of indigent parents," boys between six and fourteen years of age, and girls between five and thirteen. In principle, the schools established under this law were no less "pauper schools" than those established under the general State law of 1809; and they are more to be commended only because they were organized into a system under the management of responsible officers, and provision was made for the building of schoolhouses, the preparation of teachers

and the furnishing of text-books. If there could be two opinions on this subject after reading the law, there cannot be after a perusal of the early reports of the Board of Controllers. These on almost every page give evidence that the Controllers considered themselves the executors of a trust for the benefit of the poor children of the city. Says Thomas Dunlap, the second President of the Board, in the report for 1837: "The stigma of poverty—once the only title of admission to our public schools—has, at the solicitation of the Controllers, been erased from our statute-book, and the schools of this city and county are now open to every child that draws the breath of life within our borders." And Edward Shippen, for many years President of the Board and thoroughly acquainted with the history of the public schools in the city, in an address delivered at the dedication of the "Hollingsworth School" in 1867, declares that one of the barriers that stood in the way of progress in the early days of the system was that "thousands of high-spirited American citizens, while they craved educational privileges for their children, could not be induced to place them in the 'poor or pauper schools'; hence, in point of very large efficiency, they were utter failures." In addition to these statements, the State Superintendent of Common Schools, Dr. Burrowes, in an official letter to the Board of Controllers concerning the State appropriation to Philadelphia schools dated March 17, 1836, says: "I certainly do doubt the propriety of giving any portion of the common school fund in aid of a system which is not based on the common school system principles."

Philadelphia had no free schools open to the children of the rich and poor alike, until after the law of 1818 had been amended, in 1836, so as to admit all children without distinction; but the law as first enacted was a great improvement over preceding laws, and the schools established under it became gradually so much like free schools that the transition of 1836 was scarcely felt except in the multitudes of new pupils who applied for admission. It had also an important influence in other portions of the State. Schools on the Lancasterian plan were only established in a few places, but the system in operation in Philadelphia was commended as an example worthy of imitation in Governors' Messages and in the reports of Legislative Committees. As an instance, Governor Hiester, in his message of 1821, says: "For the establishment of schools in which the terms of tuition are greatly reduced, and in which those who are not able to meet the expense are taught gratuitously, the citizens of

Philadelphia stand pre-eminent. Their schools, established under different Acts of Assembly, on the Lancasterian system of education, are, at this time, preparing for future usefulness 5,359 scholars, many of whom would otherwise be permitted to grow up in ignorance, and become a prey to those vices of which it unfortunately is so fruitful a source. * * * From the great success attending the Lancasterian system of education in the First School District, embracing the city and county of Philadelphia, and representations made to me of its being equally successful in some of our sister States, I think it worth the experiment of being attempted in other sections of the State, so far as it could be adapted to the peculiarities of their respective situations and circumstances."

The Lancasterian system of instruction was abandoned in the Philadelphia schools the same year they were opened to all children without distinction. In the beginning one teacher, with monitors selected from among the oldest children or those most advanced in their studies, was considered a sufficient teaching force for a school of a thousand pupils. Such teaching was in most respects a mere show or sham that ought not to have deceived anybody, but it required an experiment of twenty years in Philadelphia to expose its defects. Doubtless, however, the Lancasterian schools served the good purpose of hastening the adoption of the free school system, by gradually preparing the way for the heavy taxation the support of such a system necessarily incurs. They did more; they awakened thought and provoked discussion on the question of education in all its aspects, the result of which was a more enlightened public sentiment on the subject. In addition to the Lancasterian system, Philadelphia and Pennsylvania are deeply indebted for another thing. It brought with it the idea of the necessity of trained teachers, and this idea outlived the system of which it was a part, and became permanently incorporated into the educational policy of the city and State. The establishment of a Model School for the preparation of teachers was provided for in the law of 1818, and as a school of this kind, it was the first established in the country. In 1821 this school was attended by five hundred and sixty-four pupils, and teachers were prepared therein not only for the schools of the city, but to some extent for those in other parts of the State. To show that the present Normal School of the city, with its admirable school of practice, grew out of these beginnings, it is only necessary to quote a paragraph from the Controllers'

report for 1848. It says: "During the year, the Model School in Chester street has been converted into a Normal School, for the education of female teachers. Much interest has been felt in this action of the Board; and it has been attended with very encouraging prospects of success." Dr. A. T. W. Wright was the first Principal of the Normal School. He had previously taught in the city, and had been master of a Lancasterian school at Milton.

The year 1836, that saw the Lancasterian schools for the poor changed into free schools for all, and a few scattered Infant Schools, supported by private contributions, organized into a great system of primary instruction maintained at the public expense, witnessed also the first steps to establish a public High School. The cornerstone of the building was laid in 1837, and the school was opened in 1838, under the temporary Principalship of Dr. Alexander Dallas Bache, then President of Girard College, who was succeeded in 1842 by Dr. John S. Hart. The High School has always been an institution of which Philadelphians are justly proud. It is a free College, in which many thousands of the leading men of the city have received their education.

The early growth of the Philadelphia Public Schools is shown by the following statistics: In 1819, there were 10 schools, 10 teachers, and 2,845 pupils; in 1834, 20 schools, 31 teachers, and 6,767 pupils; in 1838, 35 schools, 93 teachers, and 17,000 pupils, and in 1843, 214 schools, 499 teachers, and 33,130 pupils. By way of contrast, the latest statistics, those for 1883, will be added: 465 schools, 2,168 teachers, and 170,948 pupils.

CHAPTER XV.

THE FIGHT FOR FREE SCHOOLS.

EVENTS THAT LED TO THE STRUGGLE. FREE SCHOOLS THE RESULT OF A CENTURY AND A HALF OF EFFORT. ROBERTS VAUX AND HIS CO-WORKERS. GOVERNOR GEORGE WOLF. SENATOR SAMUEL BRECK. THE FREE SCHOOLS LAW OF 1834.

IT is the year 1831. The Legislature is in session. George Wolf sits in the Gubernatorial chair. He has been a teacher, and his inaugural address has proven him to be a warm friend of education, and now in his first annual message to the Legislature he has placed himself at the head of the forces mustering for the free schools. He speaks out in sentences like these :

Of the various projects which present themselves, as tending to contribute most essentially to the welfare and happiness of a people, and which require legislative action and require legislative aid, there is none which gives more ample promise of success, than that of a liberal and lightened system of education, by means of which the light of knowledge will be diffused throughout the whole community, and imparted to every individual susceptible of partaking of its blessings, to the poor as well as to the rich, so that all may be fitted to participate in, and to fulfil, all the duties which each one owes to himself, to his God, and to his country. The Constitution of Pennsylvania imperatively enjoins the establishment of a system of public schools. The state of public morals calls for it; and the security and the stability of the invaluable privileges which we have inherited from our ancestors requires our immediate attention to it.

In bringing this subject to your notice on the present occasion, I am aware that I am repeating that which has been the theme of every inaugural address and of every annual executive message at the opening of each session of the Legislature, since the adoption of the Constitution. I know that the necessity which has existed, and which has given occasion to repeated, anxious and pressing executive recommendations, in reference to this important subject, arose from the extreme difficulty which presented itself, at every attempt, to strike out a system adapted to the existing circumstances of the Commonwealth, and which might be calculated to accomplish the end contemplated by the framers of the Constitution. But difficult as the task may be, it is not insurmountable; and I am thoroughly persuaded that there is not a single measure of all those which will engage your deliberations in the course of the session, of such intrinsic importance to the general prosperity and happiness of the people of the Commonwealth, to the public virtue and of public morals, to the hopes and expectations of the

eneration to whom the future political destinies of the republic are to be committed, or which will add so much to the sum of individual and social improvement and comfort, as a general diffusion of the means of moral and intellectual cultivation among all classes of our citizens.

In the Legislature, there is an increased number of the friends of education. Joseph B. Anthony, of Lycoming, is placed at the head of the Committee on Education in the Senate, and at the head of the House Committee stands N. P. Fetterman, of Bedford. The Pennsylvania Society for the Promotion of Public Schools has sent in a strong memorial in favor of a general system of education, and the proceedings of several public meetings in different parts of the State have been presented to the same effect. Petitions asking for the establishment of a better system of public education have come to the two Houses from Philadelphia, Allegheny, Fayette, Huntingdon, Cumberland, Lancaster, Bradford, Washington, Northumberland, Westmoreland, Chester, Cambria, Susquehanna, York, Tioga, McKean, Greene, Northampton, Indiana, Venango, Clearfield, Somerset, Luzerne, and Franklin. These are accompanied by a few remonstrances, showing that the question is before the people, and that nothing but a test of strength between the opposing forces will settle it.

Mr. Fetterman's report from his Committee, read in the House January 27, presents the issue fully, and takes the advanced ground in favor of schools free to all classes of children. The following extracts from it embrace the most important points:

So early as the year 1770, our sister State, Connecticut, then a Province, led the way in the establishment of a general system of education. Common schools were opened to every child within her territory, able and competent teachers were secured, and a fund established adequate to the support of their system. In 1789 the Legislature of Massachusetts provided by law for the instruction of her youth; since then she has been followed by New York, Ohio, and several other States. With the Legislatures of these States all other considerations have been held as only secondary to the right instruction of their citizens, and they have consequently provided ample means for their education. But during this time what has Pennsylvania done? She has been engaged in the encouragement of industry, in promoting her agriculture and manufactures, in increasing the physical comfort and convenience of her citizens, in improving the face of her territory, or withdrawing from the earth the wealth that has been secreted for ages within her bosom. * * * But in the strife of contending States as to which should be foremost in the cultivation of mind, or which should lead in the improvement of the human heart, she has scarce been seen, or felt, or heard.

Several special enactments have been made at different periods, limited however to the city and county of Philadelphia, and to the cities of Lancaster

and Pittsburgh. So far as your Committee have become acquainted with their effects, they believe they have been highly beneficial. Appropriations have also been made annually in aid of Colleges, Universities and Academies, but from their nature, the benefits of these institutions can only be enjoyed by the few; the great mass from many causes being necessarily excluded. The private schools throughout the State have been found inadequate to the wants of our people. In many places some inducement is wanting to an uneducated people, to persuade them to educate their children. In others, the population is too sparse to support schools; and where schools have been established, complaints are made of their inefficiency, owing to the want of competent teachers, and of some system by which their better regulation may be secured, and the periods during which they are open may not only be longer, but succeed each other with more certainty.

To remedy these evils, the unremitting attention of your Committee has been directed to the labor of compiling the details of a system of common schools, in which eventually all the children of our Commonwealth may at least be instructed in reading and a knowledge of the English language, in writing, arithmetic, and geography, subjecting them to such regulations as may best promote their future usefulness; securing competent and able teachers, and providing for their support. And accompanying this report they have respectfully submitted a bill, comprising the result of their labors, which, although not so perfect as desirable, if adopted, may serve as a ground-work to be improved upon, from time to time, as experience may suggest, and the wisdom of future Legislatures may devise.

Bills providing for the establishment of a general system of education are considered in both Houses, but their friends, while greatly encouraged, are not yet strong enough to pass them. The result is the passage of an Act to create a school fund. The proposition to create such a fund was not new. As early as 1827, William Audenried, of Schuylkill, had introduced into the Senate a bill "to provide a fund in support of a General System of Education in Pennsylvania." Senator Audenried pressed the subject with much zeal both during that and the succeeding session, and the bill finally passed the Senate by a majority of five, against the protest of eight senators. It was defeated in the House, but the bread thus cast upon the waters returned in a few years in the following Act, passed on the second of April, 1831:

SECTION I. That there shall be and there hereby is established a fund, to be denominated a Common School Fund, and the Secretary of the Commonwealth, the Auditor General and the Secretary of the Land Office shall be commissioners thereof, who, or a majority of them, in addition to the duties they now perform, shall receive and manage such moneys and other things as shall pertain to such fund, in the most advantageous manner, and shall receive and hold to the use of said fund, all such gifts, grants and donations as may be made; and that said commissioners shall keep a correct record of their proceedings, which, together with all papers and documents relative to said fund, shall be kept and preserved in the office of the Auditor General.

SECTION II. That from and after the passage of this Act, all moneys due and owing this Commonwealth by the holders of all unpatented lands; also all moneys secured to the Commonwealth by mortgages or liens on land for the purchase money of the same; also all moneys paid to the State Treasurer on any application hereafter entered, or any warrant hereafter granted for land, as also fees received in the land office, as well as all moneys received in pursuance of the provisions of the fourth section of an Act entitled 'An Act to increase the county rates and levies for the use of the Commonwealth,' approved the twenty-fifth day of March, 1831, be and the same are hereby transferred and assigned to the Common School Fund; and that at the expiration of twelve months after the passage of this Act, and regularly at the expiration of every twelve months thereafter, the State Treasurer shall report to the said commissioners the amount of money thus received by him during the twelve months last preceding, together with a certificate of the amount thereof, and that the same is held by the Commonwealth for the use of the Common School Fund, at an interest of five per cent.

SECTION III. That the interest of the moneys belonging to said fund shall be added to the principal as it becomes due, and the whole amount thereof shall be held by the Commonwealth, and remain subject to the provisions of an Act entitled, 'An Act relative to the Pennsylvania canal and railroad,' approved the twenty-second of April, 1829, until the interest thereof shall amount to the sum of \$100,000 annually, after which the interest shall be annually distributed and applied to the support of common schools throughout this Commonwealth, in such a manner as shall hereafter be provided by law.

It was a safe beginning to provide the money before establishing the schools, but in the end the schools came before the money thus provided, and an annual appropriation for the support of common schools made directly from the State Treasury took the place of the revenue to be derived from the fund created by the Act. The creation of a common school fund, which, it was calculated, would in about ten years amount to two millions of dollars, was a great advance on any action previously taken by the State in behalf of public education, and rendered the establishment of free schools certain at no distant day. And, now, while the forces are gathering for the final struggle which came three years later, in 1834, it will be profitable to go back and review the course of events that led the State forward to the position in its educational affairs it is about to assume.

The establishment of free schools in Pennsylvania was not the work of a day or a year, or of any one man or set of men. Nor was the system finally adopted a direct importation from any other State or country. The principle of free education was of course not new, but our system had from the first peculiarities belonging to no other. It grew up on our own soil, the product of native forces and influ-

ences. The causes that produced it were as old as the Commonwealth, and had been gathering strength for more than one hundred and fifty years. It is easy to discover its germs in Penn's first Frame of Government for his Province, providing for the establishment of public schools, and the flowering out began in the establishment of the Friends' Public School at Philadelphia, in 1697, as seen in the petition asking for a charter wherein it is stated that all "children and servants, male and female" should be admitted into the school, "the rich at reasonable rates, and the poor to be maintained and schooled for nothing." The practice all through the colonial times, both with the church and neighborhood schools, was to instruct poor children gratuitously and require all others to pay for their instruction. This practice was formulated into the articles on education incorporated into the Constitutions of 1776 and 1790, and for many years the State's lawmakers hoped to be able to secure universal education by simply providing for the gratuitous instruction of the poor, and long continued to make labored efforts to that end. But the sense of equality that had been engendered by free institutions was such that all attempts to educate poor children at the public expense, in schools with other children or in schools by themselves, completely failed. The class distinctions that had been broken up in general society could not be preserved in the school. Poverty could deaden self-respect in few parents to the extent of allowing their children to attend schools where they were liable to be looked down upon and humiliated as an inferior class. Nor could a system of separate schools for indigent children be maintained. Such schools either failed outright, as in some of the counties where the experiment was tried, or they were gradually merged by the drift of circumstances into schools open to all without distinction, as in Philadelphia under the Act of 1818. And what happened in Philadelphia is in substance what happened in the State at large. Out of the failure of the efforts to educate the poor as a class, but in most cases without the intermediate step of separate schools for them, arose the free school idea of educating all the children in the State at the public expense, without reference to their pecuniary condition. This remarkable evolution is the grand fact in Pennsylvania's educational history. The people were compelled to wander in a wilderness during one hundred and fifty years, and to learn wisdom from its hard lessons, before they were permitted to enter the promised land of universal education. All this is made clear

by the events recorded in the chapter on the "Education of the Poor as a Class." The Constitutional enactments, the laws passed and their results, the executive recommendations, the reports of legislative committees, the petitions and memorials from the people praying for a better system of public education—all, therein spoken of, point towards the goal finally reached, a system of free schools. It is noteworthy, however, that during all this period of growth, it is difficult, if not impossible, to find a single public utterance indicating a comprehension of the full requirements of a system of free schools as understood at the present day, including not only schools free to all children of proper age without regard to class, race, sex or condition in life, but provision for graded and high schools and the means of preparing teachers. The light was dawning during all this long period, but the day had not yet broken. All the Governors, from Mifflin to Wolf, recommended the adoption of a general system of education, but they seem to have had in mind only such a system as would fully provide for the gratuitous instruction of the poor children throughout the State, or at best a general system of free primary instruction. The Legislature reached no higher ground in its many reports, bills, discussions and enactments. The Philadelphia Act of 1818, and the Lancaster Act of 1822, were strongly commended by the most advanced friends of public education as examples worthy of imitation by the other portions of the State, but these acts came far short of establishing free schools as they now exist. The short-lived Act of 1824 professed to lay a foundation for "a general system of education throughout the Commonwealth," but it was so narrow as to permit no child to attend school at the public expense for a longer period than three years. Up to 1830 the great free school idea was either yet unborn in Pennsylvania, or concealed by parents fearful of the dangers that threatened the life of such an infant in those old times. Even Governor Wolf became an unconditional free school man after he went to Harrisburg. In his first Inaugural address, he speaks of "primary" as synonymous with "common" schools, and of ensuring "to every indigent child in the Commonwealth the rudiments of learning" instead of the broader expression he would have used in later years, *to every child in the Commonwealth all the learning practicable*. His words are, "That Legislature, therefore, which shall have devised and brought to maturity a system of education, by means of primary or common schools, to be established throughout the State, and supported by its

own munificence and liberality on a scale so broad and extensive as to reach every village and neighborhood, and which shall ensure to every indigent child in the Commonwealth the rudiments of learning at least, will not only have contributed largely to the perpetuation of our free institutions, but reared to itself a monument of imperishable fame."

Thus it is seen that the great cause that continued to ripen all these years was not yet quite ripe.

A leading part in the final movement for free schools was taken by the Pennsylvania Society for the Promotion of Public Schools. This Society was organized in the city of Philadelphia in the year 1827; ten years previously, however, there had been in existence, as a branch of the Society for the Promotion of Public Economy, a Committee on Public Schools. Of this Committee, Roberts Vaux was chairman, and the same gentleman became President of the independent society having the same object in view when organized. With him served as Vice-Presidents John Sergeant and John Wurts, and some of the most distinguished citizens enrolled themselves as members. The Committee had been largely instrumental in securing the establishment of the Lancasterian schools in Philadelphia, and this success moved the Society to make an effort to extend a system which had been found beneficial in the city, throughout the whole Commonwealth. The objects of the Society are definitely set forth in the second article of the Constitution adopted, as follows:

The object of the Society shall be the promotion of education throughout the State of Pennsylvania, by the encouragement of Public Schools, in which the elementary branches of education shall be taught in the respective counties of the Commonwealth; for the attainment of the end the Society shall open and maintain a correspondence with such zealous, intelligent, and patriotic citizens as may be induced to cooperate with it, and shall from time to time communicate to the public, through the medium of pamphlets and newspapers, such information as it may deem expedient, and adopt such other measures as may appear to be best calculated to accomplish the object of its creation.

This earnest body of educational reformers began their labors by preparing and publishing a report dated April 12, 1828. This report sets forth so clearly the method of operation proposed by the Society, and the existing condition of education in the State, that space must be allowed for lengthy extracts from it. The Society thus declares its purposes:

Whilst some maintain that the cause of education may flourish when trusted to the efforts of individuals, unassisted by legislative enactments on the bounty

the public treasury, another large and respectable class, whose experience convinced them of the fallacy of this opinion, are ardently desirous to introduce into the Commonwealth some system, sanctioned by law, of more efficacy, and more comprehensive than the plan which is now in operation. Many efforts have been made to effect this highly desirable object by zealous patriotic citizens in different parts of the State. With a firmness of purpose which a want of success has never relaxed, these efforts have been persistently continued. Although the Legislature has repeatedly rejected the proposals contained in their memorials, and disregarded the advice as repeatedly given in the annual messages of the Executive, recommending education with peculiar fostering care—still their labors have not been entirely in vain: the public attention has been awakened, much valuable information has been disseminated, and a manifest increase of the friends of a system for the promotion of public education has been effected. Nevertheless, a coöperation in the cause, as well as unity of design, is essential to success, which cannot be expected from the unconnected and even contradictory labors which have hitherto so frequently proved abortive. To accomplish the important purposes which we have previously mentioned, a more promising, and we venture to think a more efficient plan has been adopted. An Association has been organized in Philadelphia, with branches in every part of the State, for the sole express purpose of concentrating the efforts of the friends of public education, and thus jointly endeavoring to effect what individual exertions have hitherto failed to accomplish. This Society is at present composed of about one hundred and fifty members, and a correspondence has been commenced with one hundred and twenty members, who reside in every district in the State. It is intended to direct the continual attention of the public to the importance of the subject: to collect and diffuse all information which may be deemed valuable, and to persevere in their labors until they shall be crowned with success.

The following statement is made concerning the existing condition of education:

Philadelphia and Lancaster, public schools, supported by public taxes, and accessible to the poor gratuitously, have been established by law, and the blessings of education conferred on thousands who might otherwise have continued in ignorance. For the successful introduction of this plan, our citizens are indebted to the patriotic, intelligent and persevering efforts of a few individuals, who were compelled to combat with ignorance, the prejudices and pecuniary interests of numerous active and hostile opponents; their benevolent designs were but partially supported by public opinion, and consequently have not been carried into execution in any other towns of Pennsylvania.

Although repeated applications have been made to our Legislature by memorials signed by numerous and respectable citizens, and supported by many members of both Houses of our Assembly, and although the cause of education is a never-failing topic recommended in the annual messages of our Governors, every effort to establish a school fund, or any general plan for organizing common elementary schools similar to those which have been introduced into the districts above mentioned, or to those which have so long and so fully flourished in several of our sister States, has proved abortive.

With the exceptions which we have mentioned, we are indebted for the establishment of those elementary schools in which the children of our citizens at present receive the rudiments of instruction, almost exclusively to the efforts of those individuals who depend on them for the means of support: the character of these schools consequently depends on the individuals who administer their concerns. Although, doubtless, many schools exist which justify the high reputation which they enjoy, the Committee are compelled to state that the great majority of these institutions are unworthy of the State in which they are permitted to continue. From the circumstance of their being the absolute property of individuals, no supervision or effectual control can be exercised over them; it is therefore almost unnecessary to state that many abuses prevail in the management of these irresponsible institutions.

Individuals, sometimes destitute of character, and frequently of the requisite abilities and attainments, establish these seminaries more from a desire of private speculation than for the important and legitimate end which they ostensibly announce to the public. Hence the ignorance, the inattention, and even the immorality of the teachers of our common schools, have long been subjects of regret to the reflecting and benevolent class of our fellow citizens. Frequent efforts have been made by some of the more intelligent and public spirited to diminish, if not entirely to prevent, these evils in their respective districts, by organizing associations for the purpose of procuring suitable instructors for their children. This plan, when zealously pursued, has been attended by the most beneficial results; but it is necessarily limited and generally transient in its effects, depending for its success, as well as its establishment and continuance, on the zeal and intelligence of a few individuals. It is a common, but a very true remark, that the performance of duties relating equally to the common interests of society, is too frequently neglected when the performance of these duties is not specifically assigned to particular persons; hence the general inattention to the character of schoolmasters, in consequence of which individuals are frequently permitted to usurp this important station, who are entirely incapable of filling many of even the humblest occupations of society. In accepting the very small salaries with which many of them are contented, they at once gratify the unwise parsimony of the parents of their pupils, and attach at least a modest valuation to their own services. Even these apologies for schools have not been universally established throughout our Commonwealth. *In some districts no schools of any description exist!* No means whatever of acquiring education are resorted to. Teachers are unwilling to incur the expense of establishing seminaries, unless some probability exists of obtaining a sufficient number of pupils to afford them the means of maintenance. The differences of opinion, and the jarring interests of the inhabitants, in relation to suitable sites for schoolhouses, and sometimes the culpable apathy of the population, occasion whole districts to remain destitute of these all-important institutions. It is almost unnecessary to state that ignorance, and its never-failing consequence, crime, prevail in these neglected spots to a greater extent than in other more favored portions of the State.

The report concludes by pointing out the causes of the failure of the attempt to instruct poor children as a class under the provisions of the Act of 1809:

The provisions of the Act are incomplete, and frequently inoperative; no compulsory method is provided to ensure either a return of the number of children who are entitled to the bounty of the treasury, or to require their attendance at school, when they are returned by the assessors: hence the negligence of the free scholars, united with that of the executive officers of the counties, has produced results which the Legislature could not foresee. In some cases only a few children, two or three in number, have been returned in each family, and the remainder have been illegally and intentionally excluded from receiving any participation in the benefits of this charity, which was intended to be universal. From a parsimonious desire of saving to the county treasury, the cheapest and consequently the most inefficient schools have been usually selected by the commissioners. Even this miserable substitute for education is imparted, in some counties, only during a few months in the year. In a few districts only has the system established by law been faithfully pursued, but the result has not equalled the expectations of the Legislature, either in regard to the economy or the efficiency of the plan.

The feelings of many of the poorer classes will not permit them to enroll themselves as paupers, in order that their children may receive their education from the charity of the public.

The pride of independence scorns to receive even the greatest blessings which man can bestow, when the proffered boon is offered for acceptance in the humiliating form of a public charity. This feeling has prevented, and, whilst human nature remains the same, always will prevent, the success of all similar legislative enactments. The experiment has been tried for twenty years in Pennsylvania; it has been tried in Virginia, in South Carolina, and in other States, and the unvarying result has been a *failure*, complete, unequivocal, but we venture to hope, not un instructive.

A second report was issued by the Society on the sixth of October, 1828, in which it is stated that copies of the first report had been largely circulated in pamphlet form and through the newspapers, and that a circular letter had been sent out offering to furnish competent teachers at reasonable salaries for such schools on the Lancasterian plan as might be established in the interior towns of the State.

The Society continued to make annual reports for several years. That for 1830 had special reference to the necessity of preparing teachers. Its deliverance on this subject contained two notable paragraphs, as follows:

A careful and deliberate survey of the whole case, has led the Society to the conclusion, that the most important step to be taken in the great work which the people of Pennsylvania have before them, in reference to this vital matter, is to provide well qualified teachers. The best school system which it were possible to devise, must utterly fail in practice, unless instructors can be had, equal in every respect to their high trust, in a moral and intellectual sense.

In order to provide this indispensable ingredient in any system of education which can prove successful, the Society would emphatically urge the necessity of training teachers, and for this purpose suggests that *in each Congressional*

District in the State, a Seminary should be established by law, where individuals may be prepared for conducting a uniform method of instruction in the common schools, which can be commenced as soon as candidates for the station of instructors are qualified for the discharge of the prescribed duties.

The Society also repeatedly memorialized the Legislature in behalf of "a system of public schools adequate to the wants of our rapidly increasing population." The memorial of 1830 was exceptionally strong. It declares that :

There are at least four hundred thousand children in Pennsylvania, between the ages of five and fifteen. Of these, during the past year, there were not one hundred and fifty thousand in all the schools of the State. Many counties, townships and villages have been taken indiscriminately from all parts of the State, and been examined by your memorialists, and the average proportion of children educated in any one year, compared with the entire number of children between the above specified ages, appears to be but one out of three. It is probable that this proportion prevails generally through Pennsylvania, and justifies the assertion that more than two hundred and fifty thousand children, capable of instruction, were not within a school during the past year. Many of these children never go to school at all. Multitudes are living and continuing to live in ignorance, and multitudes more receive at best but the most superficial instruction. In our estimate of scholars, we include all those who attend the undisciplined schools in the interior, which are opened but for three or six months in the year, and are superintended generally by persons altogether unfit for their duties, as your memorialists are informed from the best authorities.

The broad ground upon which the memorialists stood appears in the sentence :

In every school system, it should be a fundamental principle that every child should have the opportunity of receiving an education which will fit him to fulfill his duties.

It was in great measure through the efforts of this Society that memorials similar to its own were sent to the Legislature from many counties during the years immediately preceding the passage of the Acts of 1831 and 1834, and that public meetings were held in divers places to further the interests of a better system of education. The following examples will show the purpose and spirit of these meetings :

A meeting was held in the Court-house at Carlisle, December 30, 1830, of which Gen. Robert McCoy was president, and James Hamilton stated the object of the meeting to be "to consider a more efficient plan for the establishment of public schools, and the general diffusion of education in the Commonwealth." The meeting adjourned to January 11, 1831, when a large number of citizens assembled and passed the following resolutions :

Resolved, That this meeting consider it expedient and desirable that a well digested system of free schools, on a plan so successful in the Northern States, should be established in this Commonwealth, and supported at the expense of the State.

Resolved, That in the opinion of this meeting, any system of primary instruction which does not provide for the education of every child capable of learning, without distinction, and whose parents may approve of its attendance on the same, is altogether defective, and unworthy the enlightened age in which we live.

About the same time, in the winter of 1831, a meeting was held at Strasburg, Lancaster county, at which a petition favoring a general system of public education was drawn up and forwarded to Harrisburg. Alexander H. Hood and Amos Gilbert, both teachers, were foremost in the movement. A meeting of the same kind was held at Washington, Washington county. On the twenty-ninth of November, 1831, a very large meeting of citizens interested in the cause of general education met in the District Court Room, Philadelphia, and were presided over by the Mayor of the city, B. W. Richards. Joseph R. Chandler offered the resolutions. Among them was the following :

Resolved, That the legislative delegation of the city and county of Philadelphia, be requested to use all constitutional means to procure the enactment of a law authorizing the establishment of schools by which every child in the State may obtain, at public expense, the solid branches of an English or German education.

With this statement of the forces that had been long at work preparing the way for free schools, the thread of the narrative concerning the action of the State Government with respect to education, dropped with the passage of the Act of 1831, establishing a common school fund, may be resumed. Encouraged by the passage of that Act, the friends of free schools, properly so called from this time onward, opened a vigorous campaign both in the Legislature and before the people.

Governor Wolf, in his annual message to the Legislature at the opening of the session of 1831-2, spoke strongly in favor of the "indispensable necessity of establishing by law a general system of common school education, by means of which, in the language of the Constitution, 'the poor may be taught gratis,' and the benefits and blessings resulting therefrom may be extended to the rising generation, indiscriminately and universally." He also says, "it is a cause for no ordinary gratification, that the Legislature, at its last session, considered this subject worthy of its deliberations, and

advanced one step towards the intellectual regeneration of the State, by laying the foundation for raising a fund, to be employed hereafter, in the righteous cause of a practical general education." And he suggests, "should any difficulties occur in the course of your deliberations in relation to the subject, or in regard to the most eligible plan to be adopted," "the propriety of appointing a commission, to consist of three or more talented and intelligent individuals, known friends of a liberal and enlightened system of education, whose duty it should be to collect all the information and possess themselves of all facts and knowledge, that can be obtained from any quarter, having a bearing upon, or connection with, the subject of education, and to arrange and embody the same in a report to be submitted to the Legislature at the next annual session for examination and final action thereon."

Petitions for and against a general school system were presented in both Houses during the session, some of the latter protesting against the use of any portion of the public money for the support of common schools.

The Committee on Education in the Senate made no report, but the House Committee, through its chairman, Dr. Samuel Anderson, of Delaware county, made a report favoring a system of general education; acknowledging that what had hitherto been done for education by the State had come far short of the Constitutional requirements on the subject; stating that among the causes that stood in the way of progress in this direction were "the deep-rooted prejudice of many against innovation, or a departure from long-established usages, the avarice of some who are too penurious to allow their own offspring the advantages of an education, the ignorance of others, and the want of a public fund;" expressing the opinion that the time will not soon arrive "when any system of common school education that must derive the means of supporting it from taxation alone, can be carried into successful operation," and concluding with a resolution providing for the appointment of three commissioners, as suggested by the Governor, to collect information on the subject. This resolution was passed by the House by a vote of 55 to 31, but was defeated in the Senate by a vote of 14 to 19.

Governor Wolf was re-elected in 1832, and in his Inaugural Address, had as usual some good words to say for the cause he had so frequently advocated. During the session of 1832-3, the Senate seems to have been averse to touching any question connected with

the subject of education. It postponed the following resolution offered by Mr. Sullivan, of Butler, on the 11th of January, "That the Governor be respectfully requested to lay before the next Legislature a plan and outline of a system of general education, accompanied by a mode of raising adequate funds for the support of such a system, in any way which he may think acceptable to the people of the State;" and completely ignored another offered January 26, by Mr. Rogers, of Bucks, "That the Committee on Education be instructed to inquire into the expediency of so altering the laws relative to the education of poor children gratis, as that no teacher be permitted to draw any money from the County Treasury, without first having obtained a certificate from some competent tribunal, that he is well qualified to teach the branches usually taught in country schools, and that he is of sober and moral habits."

But while the conservative Senate looked coldly upon measures of educational reform, the more progressive House was making a most important advance movement. Joseph G. Clarkson, of Philadelphia, was at the head of the House Committee on Education, and, on the fifteenth of February, he made an able report favoring the establishment of a broad system of public education, with schools open to all children of proper age, and supported by revenues derived partly from a State fund and partly from local taxation.

The report states that the efforts made under the Constitution of 1790, to educate the poor gratuitously, "have produced effects impolitic and injurious, if not anti-republican." "Republican institutions" it says, "that are founded on a just equality of rights, will create in the citizen a correct self-esteem, a manly spirit, a proper sense of justice, and necessarily a hatred of oppression." It rebukes "the lamentable heresy into which some have fallen, that a system of education by common schools is the unconstitutional application of one citizen's property for the benefit of another." It declares that such a system may be maintained at the public expense, on the ground that free institutions cannot be preserved "unless the great mass of the people are instructed in the principles" that underlie them. Upon an examination of the systems of public schools in Connecticut, Massachusetts and New York, the committee prefer that of New York; and the report contains a detailed account of the educational system of that State and its results, and hopes "that the example will be continually before the eyes of Pennsylvania until she is persuaded to imitate it."

The Committee accompanied their report with a bill. This bill, looking back adopted some of the features of the Act of 1824, and looking forward contained the germs of some of the provisions that live in the school laws of the present day. The first section constituted each ward and each election district in the State a school district, and enacted that "each of which shall contain one or more common schools for the education of every child within the limits thereof, who shall apply by his or her parent or guardian for admission and instruction." Section ninth provided for the appointment by the Courts of two citizens in the city and county of Philadelphia, and in each of the several counties of the State, to be called "inspectors of the public schools," whose duties were made similar to those now performed by city and county superintendents. The provision made in section twelfth was, "That as soon conveniently may be, after their appointment, the teachers of the several districts shall meet in their respective school divisions, and adopt a uniform course of study to be pursued in every school in the division; Provided, that no course shall be adopted which is not approved first by a majority of said teachers, and afterwards by a joint meeting."

The synopsis of the bill, as given by the Committee, is as follows:

1. The city of Philadelphia, and each county in the State, is to be a school division, and it depends on the electors of each to accept or reject the Act. The wards and election districts are to be school districts. If the city, or any county, rejects the Act at the first general election, the question on its acceptance is to be repeated at the second, and so on until it is accepted.
2. School commissioners are to be elected by the people for each school district, one-third of whom are to serve one year, one-third two years, and the remaining third three years. Their duties will be to fix on the number of schools, admit scholars, appoint teachers, and have the general superintendence over their respective districts.
3. The school tax is to be assessed on each school division by a joint meeting, composed of the county commissioners and a delegate from each board of school commissioners in the division. It is to be produced by an additional poll tax not exceeding two dollars; and if that is insufficient, by an increase on the taxable property of the county.
4. The school inspectors are to be citizens of good education, appointed by the Courts, to visit the schools and make a report to the Secretary of the Commonwealth, who is made Superintendent of Public Schools; their report is also to be published in the newspapers of the school division. These inspectors have no power or patronage whatever, and the design of their appointment will be to enable the people to learn, from the examinations of capable and disinterested men, the manner in which their schools are conducted.
5. The Superintendent of the schools is to report annually to the Legislature the condition of the public schools, together with such matters as he may deem it expedient to call to their attention.

6. A provision is made for the future distribution arising from the school fund amongst the several school divisions, on the principle that those which have instructed the largest number of scholars during the year shall be entitled to the largest proportion; the same principle is adopted in the distribution of the division share amongst the districts therein.

7. The schools in each division are to adopt the same course of study, which is to be devised by a majority of the teachers, and approved by the joint meeting thereof.

The Committee close their report with some generous sentiments concerning the teachers to be employed in the common schools. They say :

In this country, the schoolmaster, as he is termed, does not enjoy that consideration which the services required of him and the talents necessary to perform these services ought to confer on him. The men who are intrusted to form the minds of the youth of this country, and to direct their expanding energies, should be classed as a profession of the highest order. Their labors are great, their services are valuable, and therefore their reward should be so liberal as to attract the best talents. It is a melancholy truth, that in most parts of the country, even in New England, the occupation of a schoolmaster yields less profit than that derived from the humblest mechanical labor. In many places the schools are taught by those who accept ten or twelve dollars a month for their services. Can any rational man think that the talents and acquirements that ought to be imparted, can be obtained for such wages? If a system of education is to be established, let the scale of expenditure be liberal; let it form an important department of the Government; let every man connected with its administration, from the head of the department to the humblest teacher, be considered as a highly valuable public servant, and as such enjoy a liberal reward. Let this be done, and though the public schools will yield no revenue, they will annually contribute to the republic something more valuable—a body of virtuous and enlightened citizens.

The labors of this enlightened committee were fruitless, so far as the passage of their bill was concerned, but the seed they planted grew and ripened into fruit in the legislation of the following year.

Later in the session, another report was presented in the House from the Committee on Education by Benjamin Matthias, of Philadelphia. This action grew out of the movements made in Philadelphia to secure a general system of public education, in which Mr. Matthias had taken a prominent part, and was in response to a resolution of the House directing the Committee, "to inquire into the expediency of establishing, at the expense of the State, a Manual Labor Academy, for the instruction of persons to officiate as teachers in the public schools, which are or may be established in this Commonwealth; and whether such an institution can be sustained without other aid than that necessary to erect suitable

buildings." So far as the report relates to the establishment of a school for the preparation of teachers, the notice of it belongs in a different connection; but it is in place here to state what is said of it as an institution in which manual labor in agricultural and mechanical pursuits was to be combined with a liberal course of general instruction. In substance, this is contained in the following propositions with which the report concludes :

First, That the expense of education, when connected with manual labor judiciously directed, may be reduced at least one-half.

Second, That the exercise of about three hours' manual labor, daily, contributes to the health and cheerfulness of the pupil, by strengthening and improving his physical powers, and by engaging his mind in useful pursuits.

Third, That so far from manual labor being an impediment to the progress of the pupil in intellectual studies, it has been found that in proportion as one pupil has excelled another in the amount of labor performed, the same pupil has excelled the other, in equal ratio, in his intellectual studies.

Fourth, That manual labor institutions tend to break down the distinctions between rich and poor which exist in society, inasmuch as they give an almost equal opportunity of education to the poor by labor, as is afforded to the rich by the possession of wealth.

Fifth, That pupils trained in this way are much better fitted for active life, and better qualified to act as useful citizens, than when educated in any other mode,—that they are better as regards physical energy, and better intellectually and morally.

The bill accompanying the report failed, as similar projects have failed since that time; but the following extract from the first section shows that there were broad-minded, liberal friends of education in the Legislature at that day. After authorizing the Governor to appoint three commissioners to carry into effect the several provisions of the Act, this Section provides that "Said commissioners shall, as soon after their appointment as practicable, select, in or near the borough of Harrisburg, a suitable location for the erection of a Manual Labor Academy, where agricultural and mechanic pursuits shall be connected with intellectual and moral instruction in the English and German languages; and for this purpose, the commissioners shall have power to purchase land, erect buildings, and procure furniture, sufficiently extensive and commodious for the education and maintenance of two hundred pupils."

To crown the educational efforts of this session, Samuel McKean, the Secretary of the Commonwealth, in response to a resolution of the House of Representatives, made a valuable report setting forth the small number of children, 17,467 in 1832, returned as entitled

to receive gratuitous instruction under the Act of 1809, and deprecating in strong language the "lamentable fact that at this advanced period, Pennsylvania is without a general system of free schools established by law agreeably to the Constitution." In open violation of the Constitution he declared that "there is no law in Pennsylvania that provides for the establishment of schools throughout the State, nor has there been a dollar granted from the public treasury for the exclusive purpose of educating the poor." He states further that, "by reference to the statute books, it will be found that all public grants for the purpose of education, in Pennsylvania, whether in shape of money or land, prior to 1831, have been exclusively confined to institutions accessible to the rich alone. Without questioning the constitutionality or general expediency of this course, I may nevertheless be permitted to say that, to my mind, the practice that has partially obtained since 1795, in the endowment of Colleges, Academies, etc., to annex a condition that a few poor children shall be taught for a limited period, free from expense, ought to be considered rather as an apology for the postponement of a palpable duty, than the fulfillment of a wise and humane provision of the Constitution."

In proof that the existing system had failed, the Secretary includes in his report some extracts from letters on the subject, received in answer to inquiries from a number of boards of county Commissioners, as follows:

"One report says: 'The present system is decidedly bad, and the teachers, with very few exceptions, worse than the system.'

"Another report says: 'We have no schools on the Lancasterian plan in this county, and it is deeply to be regretted that, from the manner in which our common schools are conducted, not only the education of those children whose parents are able to pay for their tuition, but of the poor children, is in a deplorable condition.'

"A third: 'That it (the present system) is a system of prodigality and wasteful extravagance, a real burden upon the people, without accomplishing, in any reasonable manner, the end intended.'

"A fourth: 'The system of education in this county is deplorably bad, and calls loudly for reform.'

"A fifth: 'The commissioners would beg leave to observe that the present system is very defective as well as expensive, and that it does not answer the purpose for which it was established, because the modest and unassuming poor do not avail themselves of the

benefits of the system, on account of the odium that is by some attached to the present mode of education, which creates a distinction between the rich and the poor, not consistent with the freedom of our republican institutions, and operates very frequently to the defeat of the constitutional object—the education of the poor at the public expense. And it is a further objection, made by many of our intelligent citizens, to the present system, that no provision is made for inquiring into the qualifications, moral and literary, of the persons employed as teachers.’”

The legislative session of 1833-4, commenced auspiciously for the cause of education. An increased number of members in favor of free schools were in both Houses; the committees on education were constituted of free school men; Governor Wolf made “universal education” the leading topic of his annual message, and numerous circumstances on all sides indicated that the goal so long striven for by the friends of education was about to be reached.

Governor Wolf’s discussion of the subject of education in his annual message was lengthy and earnest. He seems to have thought that the time had come for a final effort in behalf of a cause near his heart, and he made it boldly, strongly, effectively. The following extracts will show its breadth and spirit:

Universal education, if it were practical to enforce it everywhere, would operate as a powerful check upon vice, and would do more to diminish the black catalogue of crimes, so generally prevalent, than any other measure, whether for prevention or punishment, that has hitherto been devised; and in this State it is not only considered as being entirely practicable, but is enjoined by the Constitution as a solemn duty, the non-compliance with which has already stamped the stain of inexcusable negligence upon the character of the Commonwealth, which nothing short of prompt and efficient measures in compliance with the Constitutional requirement can remove.

To provide by law ‘for the establishment of schools throughout the State, in such a manner that the poor may be taught gratis,’ is one of the public measures to which I feel it to be my duty now to call your attention, and most solemnly to press upon your consideration. Our apathy and indifference in reference to this subject becomes the more conspicuous when we reflect that whilst we are expending millions for the improvement of the physical condition of the State, we have not hitherto appropriated a single dollar that is available for the intellectual improvement of its youth, which, in a moral and political point of view, is of tenfold more consequence, either as respects the moral influence of the State, or its political power and safety.

According to the returns of the last census, we have, in Pennsylvania, five hundred and eighty-one thousand one hundred and eighty children under the age of fifteen years, and one hundred and forty-nine thousand and eighty-nine, between the ages of fifteen and twenty years, forming an aggregate of seven hundred and thirty thousand two hundred and sixty-nine juvenile per-

Sons of both sexes, under the age of twenty years, most of them requiring more or less instruction. And yet with all this numerous youthful population growing up around us, who in a few years are to be our rulers and our law-givers, the defenders of our country and the pillars of the State, and upon whose education will depend in great measure the preservation of our liberties and the safety of the republic, we have neither schools established for their instruction, nor provision made by law for establishing them as enjoined by the Constitution.

It is time, fellow-citizens, that the character of our State should be redeemed from the state of supineness and indifference under which its most important interest, the education of its citizens, has so long been languishing, and that a system should be arranged that would ensure not only an adequate number of schools to be established throughout the State, but would extend its provisions so as to secure the education and instruction of a competent number of active, intelligent teachers, who will not only be prepared, but well qualified, to take upon themselves the government of the schools and to communicate instruction to the scholars.

Samuel Breck, a Senator from Philadelphia, was made chairman of a Joint Committee on Education of the two Houses, specially appointed "for the purpose of digesting a general system of education." Mr. Breck had come to Pennsylvania from Massachusetts. He was a gentleman of fortune, a fine scholar, full of public spirit, and with a heart moved by feelings of the warmest philanthropy. "He told me," says Dr. Wilmer Worthington of Chester, who served with him on the Committee, "that he had come to the Legislature for the purpose of using his best efforts to secure the establishment of a system of common schools in the State, and had it not been for this great desideratum in the legislation of the State, he would not have accepted a seat in the Senate. When this was done, his intention was to decline any further public honors of this kind." Dr. Worthington adds in the letter from which this extract is quoted, "I believe he kept his word." Mr. Breck, while a member of the Senate, kept a "Journal" or diary. In it he gives an account of the preparation and passage of the free school Act that has made the session of 1834 memorable. No words written at this day could be of equal value. The following are the most pointed extracts :

Monday, December 9, 1833. Gen. McKean, the Secretary of the Commonwealth, introduced me to the Governor's room. I was received very cordially, for I voted for his friend McKean. My business with the Governor was to learn from him whether he had collected any facts in regard to Education and Proxies, two items in his message which had been referred to two committees of which I was chairman. I was surprised to learn from him that in regard to the first, he had never thought of any system of general education, although so often the theme of his public messages.

Wednesday, 11. The chief occupation that I propose to myself this session is the formation of a system of general education; for which purpose I introduced into the Senate, on the first day of its meeting, a resolution appointing a Joint Committee of the two Houses, to which should be referred all matters that have relation to the subject. That resolution has been adopted, and it now remains for me to call the Joint Committee together for the purpose of organizing and commencing business. As I am chairman, I may be expected to take the lead; I shall, therefore, address letters to the Governors of the States where universal education is in operation, and my questions to them will be something like the following:

Have you a school fund sufficiently large without resorting to taxes? How large is the school fund? If you tax, how is the tax raised? What is the number of scholars of both sexes? Is the system universal? Please to give an abridgment of your school laws. Do the rich avail themselves of this general mode of instruction? How are your teachers formed? and have you model schools for them? What is the average salary of teachers? and what the cost per head of the scholars? What is the mode of instruction—whether by the system of Lancaster, or in the usual way? What studies are usually followed? and at what age are children admitted and dismissed? How does your plan work? Is it satisfactory or defective? Is it susceptible of improvement? If so, in what way? Will you be pleased to add to these interrogatories, any observations that may aid the great object the Committee has in charge? A particular account of the school fund, as to the amount annually expended, and its competence to give a rudimental education, together with the mode of its administration, disbursement, etc., will be very acceptable. How many scholars usually compose a school? Are the two sexes taught together? If not, are male or female teachers employed for the instruction of the girls? Does your plan oblige the public to furnish funds of equal amount to those furnished by the Legislature, when schools are organized in any district?

Sunday, 22. Heard Rev. C. Colton preach. Mr. Colton is the Principal of a new College, just established near Bristol on the Delaware. I received from him a long essay on the subject of education, which he took the trouble to write at my request. To him, and to the Rev. Mr. Junkin, Principal of Lafayette College, Easton, I am much indebted, and hope to incorporate their ideas on education into the bill, which I expect will be reported this session.

Sunday, January 19, 1834. Here is a gap in my Journal, owing to constant occupation on the report and bill prepared by me on the subject of general education. These with other legislative duties, and sometimes ill health, have caused its neglect.

Saturday, February 1. My general education bill, report and appendix, having been printed to-day, I sat up until midnight sending off about two hundred copies, and then went to bed sick.

Thursday, February 27. The general school bill, introduced by me, has passed the House of Representatives by a unanimous vote, save one, and the nay man is named *Grim*.

March 15, 1834. This morning, the educational bill, which has engaged much of my attention, passed the Senate with three dissenting voices, and these decidedly the most ignorant and least educated of its members. They are Messrs. McCulloch, of Huntingdon, Stœver, of Dauphin, and Sangston, of Fayette. These three, with Grim in the House of Representatives, form

the minority in the Legislature. It is truly honorable that so good a bill should have passed so nearly by a unanimous vote. If the measure shall work well, my public life will have resulted in some good.

I am happy to say that I was aided zealously and very ably by Doctor Anderson and Doctor Worthington, of the House, and by Messrs. Jackson, Penrose and Read, of the Senate.

Dr. George Smith, of Delaware county, was a member of the Senate from 1833 to 1836, favored warmly the free school law of 1834, voted against repealing that law in 1835, and served as chairman of the Committee on Education, in 1835-6, and prepared the revised school law of that session, which for the first time placed the system in working shape. Probably the last of the survivors among those who took an active part in the legislation that gave the State its system of free schools, Dr. Smith gave, under the date of February 15, 1881, a few months before his death, his recollections of the passage of the Act of 1834, as follows:

At the commencement of the session of 1833-4, on motion of Samuel Breck, of Philadelphia, a Joint Committee was appointed "for the purpose of digesting a system of general education for this Commonwealth." The House of Representatives very cordially united with this project, and a committee was accordingly appointed. The members of this committee on the part of the Senate were Samuel Breck, Charles B. Penrose, William Jackson, Almon H. Read, and William Boyd; and on that of the House, Samuel Anderson, William Patterson, James Thompson, James Clarke, John Wiegand, Thomas H. Crawford and Wilmer Worthington.

The first movement of this committee was to obtain all the information possible from persons engaged in the business of education, as well as from official sources in other States where a common school system had been in operation.

The bill reported by this Joint Committee was generally regarded as correct in principle, and as the members in either House were alike inexperienced, it was not much discussed, but was passed by a nearly unanimous vote in the Senate and with but one dissenting vote in the House.

Samuel Breck, of the Senate, Chairman of the Joint Committee, was undoubtedly the author of the bill. He was a highly-educated gentleman, past the meridian of life, who had never mixed much with people living in country districts. Hence we cannot wonder at the main fault of this law—perhaps its only material fault, the great amount of machinery required to carry it into effect. This defect, if not seen at the time, became fully developed when the effort was made to establish schools under its provisions. The real friends of the law viewed these defects as a temporary evil which could be easily remedied, while its enemies greatly magnified them, and soon united in a determined demand for the repeal of the law.

These recollections of Dr. Smith fittingly supplement the entries in Mr. Breck's Journal, and are in substance the recollections, as appears from memoranda based on their written or oral statements,

of Judge James Thompson, of Erie, Dr. Wilmer Worthington, of Chester, and John Wiegand, of Philadelphia, who were members of the Joint Committee, and of William Hopkins, of Washington, John Strohm, of Lancaster, and Elijah F. Pennypacker, of Chester, who were in the Legislature, but not members of the committee. They also conform to the brief official record made of this important event in our educational history.

Some extracts from the report of the Joint Committee will show the broad, generous views of education entertained by its members. With reference to class education, the report says:

A radical defect in our laws upon the subject of education, is that the public aid now given, and imperfectly given, is confined to the poor. Aware of this, your Committee have taken care to exclude the word, poor, from the bill which will accompany this report, meaning to make the system general, that is to say, to form an educational association between the rich, the comparatively rich, and the destitute. Let them all fare alike in the primary schools, receive the same elementary instruction, imbibe the republican spirit, and be animated by a feeling of perfect equality. In after life, he who is diligent at school will take his station accordingly, whether born to wealth or not. Common schools universally established will multiply the chances of success, perhaps of brilliant success, among those who may otherwise forever continue ignorant. It is the duty of the State to promote and foster such establishments. That done, the career of each youth will depend upon himself. The State will have given the first impulse; good conduct and suitable application must do the rest. Among the indigent, "some flashing of a mounting genius" may be found; and among both rich and poor, in the course of nature, many no doubt will sink into mediocrity or beneath it. Yet let them all start with equal advantage, leaving no discrimination, then or thereafter, but such as nature and study shall produce.

Of the replies received to the interrogatories addressed to the Governors of States and to individuals, "distinguished for their zeal and intelligence in matters of general education," the report says they were "prompt, full and satisfactory." Among these letters, which were published in an appendix to the report, there is one from the veteran educational reformer of Philadelphia, Roberts Vaux, in which he recommends among other things that teachers for the common schools be prepared in existing Colleges and Academies; that the branches to be taught in the schools be made to extend "to the utmost limit of the teacher's knowledge, embracing, as it should, all the learning required for the useful purposes of life"; and that the Legislature should direct the compiling of a book to be introduced into every school to be called "*The Pennsylvania Youth's and Freeman's Book of Duties*" and to contain a full, plain statement

of our rights and duties as men and citizens, and, also, a book for teachers "on the application of the arts to the purposes of man, political economy, astronomy, chemistry, and certain branches of natural philosophy."

Upon the subject of the training of teachers, the Committee express views much in advance of the public opinion of the day. They say:

But the chief preparatory step is, unquestionably, the formation of teachers; and on this highly important subject, the information collected by your committee is ample. Wherever systems of common schools exist, there is but one voice on this head. Seminaries for the instruction of teachers are as important as medical schools for physicians. Under the proposed system, a larger supply of teachers will soon be wanted, and these must be properly trained for their vocation. They must be taught the art of governing a school well; they must acquire the knowledge necessary to be communicated, and the art of communicating that knowledge.

Many of the provisions contained in the law of 1834 were not new. Certain of them had appeared in the Act of 1824, in a bill prepared by a committee appointed at a public meeting in Philadelphia in 1831, and in the bill that failed in the House in 1833. Historically, however, its passage was the most important event connected with education in Pennsylvania—the first great victory for free schools.

No material alterations were made in the bill as reported by the Committee in its passage through the Legislature, and the following is a synopsis of the law as enacted.

The Act was entitled "An Act to Establish a General System of Education by Common Schools," and the Preamble read as follows:

WHEREAS, It is enjoined by the Constitution, as a solemn duty, which cannot be neglected without a disregard of the moral and political safety of the people: *And whereas*, The fund for common school purposes, under the Act of the second of April one thousand eight hundred and thirty-one, will on the fourth of April next amount to the sum of five hundred and forty-six thousand five hundred and sixty-three dollars and seventy-two cents, and will soon reach the sum of two millions of dollars, when it will produce, at five per cent, an increase of one hundred thousand dollars, which, by said Act, is to be paid for the support of common schools: *And whereas*, Provision should be made by law, for the distribution of the benefits of this fund to the people of the respective counties of the Commonwealth, therefore, &c.

The first section provided that "the city and county of Philadelphia and every other county in this Commonwealth, shall each form a school division, and that every ward, township and borough, within the several school divisions, shall each form a school district."

The second and third sections fixed the number of school directors in each district and prescribed the manner of their election and organization. In these respects, the law was substantially as at present.

Sections fourth, fifth, sixth and seventh, contained provisions which were found to be clumsy and inconvenient in practice, and were soon repealed. In substance, they called for an annual meeting in each county of the county commissioners, and a delegate from each school board, at which meeting it was to be decided by a majority vote whether a county tax should be levied for school purposes, and, if so, of what amount, not less than double the sum received from the State in aid of common schools. If the vote was against a county tax, the districts voting in the negative were to receive no part of the State appropriation, the whole going to the districts favoring such a tax. The affirmative districts also received their share of the county fund provided for by the Act of 1809, for the education of the poor; and the negative districts were allowed to educate their poor, under the Act of 1809, in the same way as if no law had been passed establishing common schools. A district voting for a county appropriation for school purposes, could levy a district school tax provided a public meeting of the people duly called for the purpose should authorize, by a majority vote, the supervisors of the township or the town council of the borough, so to do.

The powers and duties of school directors, in locating schools building schoolhouses, employing teachers, admitting pupils, establishing joint schools, visiting schools, making reports, etc., as provided for in sections eight, nine and eleven, have continued with slight alterations to the present day. No compensation was allowed school directors for services except that delegates in attendance at the county meeting with the commissioners were to receive a dollar per day.

Section ten, greatly in advance of public sentiment on the subject read as follows:

WHEREAS, manual labor may be advantageously connected with intellectual and moral instruction, in some or all of the schools, it shall be the duty of the school directors to decide whether such connection in their respective district shall take place or not; and if decided affirmatively, they shall have power to purchase materials and employ artisans for the instruction of the pupils in the useful branches of the mechanic arts, and, where practicable, in agricultural pursuits; *Provided, nevertheless*, that no such connection shall tak

place in any common school, unless four out of the six directors of the district shall agree thereto."

The kind of supervision of schools that went into effect twenty years later in a form less close and less complicated was with thoughtful foresight provided for in the Act of 1834. The supervising officers were called "inspectors of schools," and the law regulating their appointment and duties was contained in sections twelve, thirteen, fourteen, fifteen and sixteen, and is quoted below in full.

SECTION 12. The several Courts of Quarter Sessions in this Commonwealth shall, annually, at their first session after the election of school directors within their respective counties or divisions, appoint two competent citizens of each school district, to be Inspectors of the public schools therein established by this Act, who shall be exempt, during the performance of the duties of their said office, from militia duty, and from serving in any township or borough office.

SECTION 13. It shall be the duty of the School Inspectors, to visit every school in their respective districts, at least once in every three months, and as much oftener as they think proper; to inquire into the moral character, learning and ability of the several teachers employed therein; they shall have power to examine any person wishing to be employed as a teacher, and if found qualified and of good moral character, shall give him or her a certificate to that effect, naming therein the branches which he or she is found qualified to teach, which certificate shall be valid for one year from the date thereof, and no longer; and no person who shall not have obtained such certificate, shall receive from the County Treasurer, or from the treasury of the Commonwealth, any compensation for his services.

SECTION 14. The Inspectors of any school division, may meet at such times and places as they may deem expedient, and adopt such rules for the examination of teachers and schools, and prescribe such forms for certificates as they may deem necessary to produce uniformity in such examinations and certificates throughout the school division; and they may, if they deem it expedient, appoint days for the public examination of teachers, and require all teachers to be examined in public; and said Inspectors, or any one of them, may visit all district schools in their school divisions, and examine the same.

SECTION 15. Whenever the Inspectors meet together as they are empowered by the preceding section, they shall organize themselves for the proper transaction of business, and each Inspector shall be governed by the rules then adopted in his examinations, and observe such forms in his certificates, as shall be prescribed by a majority of the Inspectors of the school division thus assembled; and no certificate of qualification shall be given by the Inspectors, or any of them to any teacher, unless he or she be found qualified to teach reading, writing and arithmetic.

SECTION 16. The School Inspectors shall minutely examine into the state and condition of the schools, both as respects the progress of the scholars in learning and the good order of the schools, and make an annual report to the Superintendent of the public schools, on or before the first Monday in November, of the situation of the schools in their respective districts, founded on their own observations and the reports of the respective school directors; to

include the character of the teachers ; the number of scholars admitted during the year in the several schools under their inspection ; the branches of study taught in each school ; the number of months in the year during which each school shall have been kept open ; the cost of the schoolhouses, either for building, renting or repairing, and all other costs that may have been incurred in maintaining the several schools in their respective districts ; and also shall cause the same to be published in the school division, at the expense of the respective city or county.

Section seventeen made the Secretary of the Commonwealth, Superintendent of public schools, and imposed upon him about the same duties as are now discharged by the Superintendent of Public Instruction.

Seventy-five thousand dollars were appropriated by section nineteen, from the State school fund in aid of the public schools for the year 1835, and for every year thereafter until the annual interest on said fund as provided by the Act of 1831, should reach one hundred thousand dollars.

The remaining sections of the Act related mainly to the duty of treasurers in receiving and disbursing school moneys.

School directors did not have the power as now of purchasing, holding or disposing of school property, for, in section twenty-third, it was provided that "the supervisors of every township and the town council of every borough forming a school district, shall have power to purchase, hold and receive real and personal property of all descriptions that may be necessary for the establishment and support of schools, and the same to sell, alien and dispose of, whenever it shall be no longer required for the uses aforesaid."

Such was the law, what of its enforcement? and what of the dangers it is to encounter?

CHAPTER XVI.

THE FIGHT FOR FREE SCHOOLS RENEWED.

THE EFFORT TO REPEAL THE LAW OF 1834. THE CLASSES OPPOSED TO IT. THEIR GROUNDS OF OPPOSITION. THE QUESTION IN POLITICS. GOVERNOR WOLF STANDS FIRM. PROCEEDINGS IN THE SENATE. STRUGGLE IN THE HOUSE. THE FREE SCHOOLS SAVED. STEVENS.

THE vote in the Legislature for the free school law of 1834 was nearly unanimous, but this unanimity signified little more than dissatisfaction with the existing laws relating to education, and a general desire that a trial should be made of something that would be likely to afford better results. In the light of the events that speedily followed its passage, it is probable that many members gave it their assent without a full comprehension either of the doctrine of free schools or of the provisions of the law they enacted to establish them, and it is certain that some of them were able to offer but a weak defence of their votes when they came to meet their enraged constituents. The victory of the free school men was too easily gained to be sure of its fruits without a further struggle. The enemies of the new law soon rallied in terrible force, fiercely attacked it in all parts of the Commonwealth, and for a time things looked as if they would regain all they had lost. These men had caused the speedy repeal of the law of 1824, which was much less objectionable to them, and they now resolved that the law of 1834 should share a similar fate. How the fight for free schools was renewed and how it ended must now be told.

The Act establishing free schools was approved on the first day of April, 1834. Under its provisions the first election for school directors in each district was fixed for the third Friday of September following, and on the first Tuesday in November was appointed the Joint Meeting in each county of a delegate from the several boards of school directors and the county commissioners, for the purpose of deciding whether or not a tax should be levied for the support of schools. It was made the duty of the sheriff of each county to give by proclamation thirty days previous notice of the election of school directors. As soon as these notices began to

appear the discussion opened, and certainly no other question was ever debated so generally in Pennsylvania, or with the same warmth, with the same determination, and, it may be added, with the same bitterness, as the question of free schools. Then, and for years, the majority of citizens in most of the counties and districts were averse to the change brought about by the new law in the educational policy of the State. It was at first accepted freely by only a few districts, but owing to the pecuniary inducements held out by the State, a much larger number concluded it was their interest to acquiesce in it and to establish and manage their schools according to its provisions. Of the nine hundred and eighty-seven districts then in the State, four hundred and eighty-five either voted outright against free schools or stubbornly took no action whatever in reference to the matter. In many districts the contest between those in favor of accepting the new law and those determined to reject it became so bitter, that party and even church ties were for a time broken up, the rich arrayed themselves against the poor, and the business and social relations of whole neighborhoods were greatly disturbed. Cases are known in which father and sons took different sides, and in certain districts an outspoken free school man was scarcely allowed to live in peace and transact his ordinary business. The newspapers of the day were crowded with communications on the subject of the new school law, and it was the leading topic of discussion for months, in hundreds of localities, wherever the people were accustomed to assemble, at shops, or stores, or taverns, and on days of election or of public sale. Stories continue to be told by old men in all parts of the State, of the questionable means used to carry the elections in particular districts for or against schools. Enmities were created between individuals and families that outlasted the lifetime of those concerned. One whose recollection does not extend back to the infancy of our common school system can form no idea that an institution now so freely supported and so deeply rooted in the affections of the people could have been once so bitterly opposed and so cordially hated. The new law met with most favor in the northern counties. These had been principally settled by people from New England and New York who had been accustomed to public schools and understood their advantages. It was comparatively well received in the counties west of the Alleghanies, where a diversity in wealth had not yet bred distinctions of class, and where different nationalities and different religious denominations had be-

come so thoroughly mixed as to recognize an educational interest in common. Opposition to it was most formidable in the southern, central and southeastern portions of the State, and greatest of all in counties and districts in which the people were principally of German descent. The cause of this peculiar condition of things is not difficult to find.

Free schools were opposed by several classes of people, and for different reasons. First, there were then in greater proportion than now, in the oldest settled portions of the State, aristocratic families whose American life had not yet eradicated their old-world ideas of rank and privilege, and who had no sympathy with the doctrine of equality upon which the new school law was founded. There must be, they held, here as in Europe, two classes of people, a higher and a lower, the first, the few, to ornament society and to rule and direct its affairs; the second, the many, under authority, to hew its wood and draw its water. To educate beyond the mere elements those who must forever remain at the bottom of the social scale, was in their opinion to unfit them for the sphere of life for which they were intended, and to render them unhappy. The doctrine that all men are created equal, that brains and blood truly noble are as often born in a cottage as in a castle, they met with a sneer. As a work of benevolence, they were willing to assist in educating the poor as poor to a limited extent, but they never could think of sending their own children to common schools, or of sanctioning the leveling principle underlying their organization.

Then there was the class, whom unfortunately we always have with us, opposed to all change. This class of persons denounced with the greatest severity what they considered a revolution in the school policy of the state. Everywhere, they rested like a dead weight on all the early efforts to establish free schools.

Several religious denominations almost in a body placed themselves in opposition to the new law. The Catholics and the Episcopalians, who have in later years most favored parochial schools, were then too weak and too much scattered to make effective opposition if they were so disposed; but the Friends, the Lutherans, the Reformed and the Mennonites, with many notable low-church exceptions, wherever sufficiently numerous to form congregations, very generally united in voting against the free school law and taxes for free schools. They had reason. They were not opposed to education. They had proven their interest in it by establishing hundreds

of schools in connection with their churches. In these, in accordance with the rules of their churches and the customs of their fathers, their children had long been instructed by teachers of their own appointment in the several branches of secular knowledge and in the sacred doctrines of religion. They had built schoolhouses and provided school accommodations with their own money. In many places they had connected with the school property houses and gardens for the teachers, and in some cases the schools were endowed. The Friends, in particular, were careful to provide free instruction for their own poor children, and to some extent for all poor children residing within reach of their schools. Less conspicuously, the other churches named in this connection adopted the same liberal policy. To break up this system of schools which they had established and were willing to support, to continue it and yet be compelled to pay taxes for the support of common schools in which they had little interest, seemed to them alternatives equally objectionable. But what went hardest with most of them was to sever the tie that had bound in one church and school, to divorce what in their view God had joined together, to secularize the school and be compelled to educate their children where they could receive no positive religious instruction. The greatest sufferers from this severance of church and school were the German denominations, for in their case it was the breaking up of relations existing for hundreds of years, and considered sacred by them and their fathers. Every friend of common schools must respect the motives that led members of the religious bodies so circumstanced to oppose the free school law, and, as against them, no valid argument can be made except that of the demands of a broad public policy before which individual rights must give way, that of "the greatest good to the greatest number."

Many people of German descent opposed the free schools for another reason—their probable influence in displacing the language they had continued to use and to which they were greatly attached. Instruction was to be given in English: they feared that German would be gradually pushed into the background and eventually entirely dispensed with. They thought it best at once to offer resistance to this insidious attack on their beloved mother-tongue.

But the bitterest enemies of free schools, those who fought them longest and hardest, were the ignorant, the narrow-minded and the penurious. This was the class of men who appealed to the most

sordid motives by which communities are influenced for the purpose of making the new law unpopular. They argued that the education of the masses was dangerous, and would breed mischief of many kinds, idleness, vice, crime; that the taxes required to support free schools would greatly impoverish if not entirely bankrupt the people; that it was unjust to compel those who had no children to pay for the education of the children of others—unjust for the industrious man who had saved his money to support schools for the spendthrift who had squandered all he earned; that the compulsory features of the law would fasten on the necks of the people a tyranny worse than that from which their fathers escaped by the war of the Revolution; that the schools ought to be called "*Zwing Schulen*," forced schools, rather than free schools, and that, in short, as quoted by another in the harsh words used at the time, "free schools are the hotbeds wherein idle drones, too lazy for honest labor, are reared and maintained; the free school system was originated and supported by its partisans for the purpose of making places for men too lazy to work, and the school tax is a thinly disguised tribute which the honest, hard-working farmer and mechanic have to pay out of their hard earnings to pamper idle and lazy schoolmasters." Many meetings of anti-school men were held, and resolutions were passed denouncing the new law. The following, passed by a convention which met in Delaware county, October 30, 1834, is a temperate expressions of views generally held: "*Resolved*, That we disapprove of the law passed at the last session of the Legislature as a system of general education, believing that it is unjust and impolitic; that it was never intended by our constitution that the education of those children whose parents are able to educate them, should be conducted at the public expense." Among the more violent of this class of men were some who used every effort in their districts, fair and foul, to carry them against free schools, and, when defeated, refused to pay their school taxes, and, thinking to make themselves martyrs, stubbornly suffered their property to be seized and sold by tax collectors; some, too, who would not deal with or employ persons who had voted for free schools, and sacrificed even the ties of friendship and of family in their frenzied hatred against them. It would be unjust to conclude, however, that this selfish and short-sighted class of men were to be found only in the anti-school districts and counties; there was no community in the State free from their influence, but they were formidable only where their

ranks were swelled by those who opposed free schools for other and better reasons.

The attacks of those who opposed the free school law were made more effective, and the efforts of its friends to put it in operation were greatly crippled, by the obscurity of some of its provisions and the impracticable character of others. No amount of zeal could make popular the clumsy method provided by which districts were to decide whether they would accept the system or otherwise, and determine the question of taxation for school purposes; and those sections that directed the appointment of School Inspectors and required them to serve without pay, were necessarily from the first a dead letter. Practically, the law was weak and defective in many points; but theoretically, it embodied the great principle of universal education, and this its friends determined to preserve at all hazards.

The election for school directors and the vote accepting or rejecting the system taken, it was found that the result was as shown in the following table:

Counties.	No. of Districts.	No. Accepting.	No. Rejecting.	No. not Represented.	No. not Returned.	Counties.	No. of Districts.	No. Accepting.	No. Rejecting.	No. not Represented.	No. not Returned.
Adams	17	7	9	1		Lebanon	9	9			
Allegheny	20	25	2	1	1	Lehigh	14	2	11	1	
Armstrong	15	9	2	2	2	Luzerne	31	23	3	5	
Beaver	18	14	1	1	2	Lycoming	35				3
Bedford	20	10	3	2	5	M'Kean	9	9			
Berks	34	3	30	1		Mercer	17	16			1
Bradford	29	23		4	2	Mifflin	7	6			1
Bucks	30	8	17	5		Montgomery	32	1			31
Butler	14	12		2		Northampton	27	9	10	8	
Cambria	9	6	1	1	1	Northumberland	12	6	5		1
Centre	18				18	Perry	12	6	3	1	2
Chester	44	17	27			Pike	9	6		3	
Clearfield	17	8	9			Potter	15	11		4	
Columbia	15				15	Schuylkill	16	4	9		3
Crawford	27	26			1	Somerset	15	4	10		1
Cumberland	18	13	3	1	1	Susquehanna	22	21			1
Dauphin	17	2	11	3	1	Tioga	21	18		2	1
Delaware	21	17			4	Union	14	2	12		
Erie	22	17		1	4	Venango	20	16	1		3
Fayette	19	19				Warren	14	14			
Franklin	15	11	3		1	Washington	27	18	5	3	1
Greene	14				14	Wayne	16	13	1	1	1
Huntingdon	21	10	8		3	Westmoreland	21	10	10		1
Indiana	13	7	3	3		York	29	7	20		2
Jefferson	8	6			2						
Juniata	9	6	1	1	1						
Lancaster	30	14	15		1						
							987	502	264	57	164

Such was the feeling on the school question in a number of counties that it entered into the nomination and election of members of the Legislature in the Fall of 1834. In counties where the anti-school sentiment was strong, such pressure was brought to bear upon members of the Legislature who had voted for the free school law as in many cases either to compel them to make a humiliating confession of having done wrong, or to place further legislative honors beyond their reach. Among those elected were some who devoted their election to their avowed hostility to free schools, and candidates otherwise popular were defeated because they were known to favor them. In Berks county, two old members of the Legislature who had voted for free schools and were candidates for re-election were badly beaten. The two Union county members refusing before a county convention in case of their re-election to favor the repeal of the free school law for which they had voted, were coldly left at home. The York county members, bending to the storm, declined to be candidates for re-election where certain defeat awaited them. Similar results took place in other counties, and without doubt a majority of the men elected to the Legislature of 1834-5, went to Harrisburg resolved to undo the school legislation of the preceding year.

Undismayed by the storm of opposition raised against free schools, regardless of the hostile feeling which began to threaten him with political danger as their friend, Governor Wolf, in his message of December 3, 1834, took no backward step on the educational question, but firmly maintained the advanced position he had so long occupied and manfully stood by the new law, unpopular as it proved.

In his first sentences on the subject, he recapitulated the circumstances connected with the passage of the new law, saying—

At the last session of the Legislature an Act was passed for establishing a general system of education by common schools throughout the Commonwealth, in compliance with a constitutional provision which, until then, though not entirely disregarded, had never been carried into effect in the manner intended by the members of the Convention, to whose sagacity and sound political wisdom we are indebted for the present excellent Constitution of our State. The Act referred to was prepared by those to whom the management of its details was committed, under many embarrassing and disfiguring circumstances, and there would be no great cause of astonishment should it be found to be not entirely perfect. The subject was new in Pennsylvania; the path to be trodden had never been explored; a former attempt to introduce the system had failed, and the question how far public

opinion would go in sustaining such a project could not then be distinctly ascertained. Petitions containing the names of many respectable individuals in different parts of the State, in favor of such a measure, had, however, been presented during the last and preceding sessions of the Legislature, and there was reason to believe that a strong desire was manifesting itself in favor of the adoption of some system that would have a tendency to give life and vigor to the cause of education throughout the State. By great industry, assiduity and perseverance, a mass of valuable information was obtained, which unfolded a fund of knowledge in relation to the advantages, the utility, the cheapness—in short, the decided preference which a system of common schools of general interest and sustained and encouraged by public bounty, maintained over every other plan of education of a private or partial character. From a careful examination of the information thus collected, from every part of the Union in which the experiment of general education had been made, the principles of the bill alluded to were extracted and framed into a law, having passed both branches of the Legislature with a unanimity rarely equalled perhaps never surpassed in the annals of legislation.

Then he explained the reasons for the partial failure of the Act and intimated that it might be improved by proper amendments :

The provisions of this Act have, it is understood, been adopted by all the school districts in some counties, partially in others, and in a few they have been rejected altogether. This, it is understood, was the case in some of our sister States, in the commencement of the system there; and it was to be expected in the inception of the system here. Every new measure, although it may have for its object to confer the most solid advantages upon the community in which it is to operate, is destined, for the most part, to encounter long-cherished, inveterate prejudices, which it will be difficult to conquer, unless the most incontestable demonstrations can be given of its title to preference, on the score of unquestionable public utility, over that which it is intended to supplant. This Act is said to be defective in its details; it probably is so; some of its provisions might possibly be improved by introducing salutary amendments. But as it will go partially into operation during the coming year, its objectionable features will be developed by the practical experiments under it, and the remedies proper to be applied will present less difficulty after the defects shall have been more distinctly ascertained. Such amendments as are obviously necessary to a more equal distribution of the public bounty or appropriation for the benefit of all citizens of the State; to prevent the imposing of unequal burdens upon those who accept the provisions of the Act, and such as do not; or that will be discovered to be in any respect necessary for giving effect to the system, the General Assembly will not fail, it is presumed, to discover and to introduce.

Next, in words like these, he boldly upholds the new system of free schools :

- That the system of education for which the Act in question provides is decidedly preferable in every conceivable point of view to that now in operation, no man who will give himself the trouble to draw a faithful comparison between the two, can for a moment hesitate about or doubt. If the Act now

under consideration goes into operation, the odious distinction between rich and poor, wealth and indigence, which has heretofore precluded the children of many indigent, though honest and respectable parents, from a participation in the advantages of education under the present system, will be exploded; and the poor man's child will be placed on an equality with that of his wealthier neighbor, both in the schoolroom and when indulging in their necessary recreations.

Concluding, he generously gave the honor of laying the foundation of free schools to the framers of the Constitution.

The new system may be emphatically pronounced to be a measure belonging to the era of seventeen hundred and ninety, and not to that of eighteen hundred and thirty four. To insist that it emanated either from the Executive or the Legislature, however desirable it might be to appropriate the proud distinction of being its projector, is an entire fallacy. Such a monument of imperishable fame was not reserved for the men of modern times—it belongs to the statesmen of by-gone days. To the patriots who framed the Constitution under which we live and under which we have been pre-eminently prosperous and happy, belongs the proud trophy—it is to them we are indebted for this wholesome measure—they inscribed it upon the sacred tablet of the Constitution, as a lasting memorial of their determination that universal education should form one of the pillars of the government, and as an abiding testimonial of the high value they attached to the dissemination of knowledge as a protection and safeguard to our free institutions; and we are admonished by the language of the matchless instrument which proceeded from their hands, as by a voice from the grave, that the solemn injunction which they ingrafted upon it, in behalf of education, must not be disregarded.

James Findlay was Secretary of the Commonwealth at the time of the passage of the school law of 1834, and became the first Superintendent of Common Schools. Secretary Findlay was the son of William Findlay, the fourth Governor of the State under the Constitution of 1790, a lawyer by profession, and had represented Westmoreland county, where he resided, in the House of Representatives. He was a gentleman of liberal education, and, without doubt, felt friendly to the new school system which he was called upon to administer. He performed his duties as Superintendent of Common Schools, however, in a manner wholly ministerial, simply sitting in his office giving information, expounding obscure or mooted points in the law, and receiving such reports as were forwarded to him. What the system needed in its head then even more than since, was organizing power, life-giving energy, that sharpness of vision that sees the light from afar, and that dauntless spirit that fights towards it regardless of the difficulties or dangers that may be encountered. These high qualities Superintendent Findlay did not possess. He was a safe, conservative officer, but had neither the talent, the taste

or the temper to fight a great moral battle, or to undertake a great work of reform. His first report to the Legislature, instead of boldly calling the friends of free schools to arms and going out resolutely to meet the forces of the enemy then rallying in great numbers in all directions and threatening an attack, consisted of a dozen short paragraphs that might have been written in half an hour, stating in substance that elections for school directors and the meetings of delegates had been held as provided, that the State appropriation had been apportioned, and that some difficulties had been met with in regard to the proper construction of the law. A statement accompanied the report showing the number of districts that had accepted the law, the number that had rejected it, the number that had sent delegates to the meetings with the County Commissioners the allotment of the State appropriation to the several counties and the amounts voted to be raised by them for the support of schools.

From the first day of the session, the attitude of the Senate threatened disaster to the infant school system. Jacob Kern, the speaker, of the Northampton, Lehigh, Wayne and Pike District was an anti-free school man. David Fullerton, of Franklin, whose views on the school question coincided with those of the speaker was at the head of the Committee on Education, the other members being Almon H. Read, George Smith, David Middlecoff and Meek Kelly. The Senate had hardly more than fairly organized, when on December 15, Messrs. Geiger and Krebs, of the Berks and Schuylkill district, moved the adoption of the following resolution :

WHEREAS, the fund set apart for common school purposes is yet not sufficiently large and extensive to answer in its distribution any valuable or satisfactory purpose towards defraying the expenses of the same ; and that from this and other causes it has not met with that general approbation with the people in many parts of the Commonwealth necessary to carry it into useful operation ; therefore,

Resolved, That the Committee on Education be instructed to inquire into the expediency of suspending for a term of five years the Act entitled an "Act to establish a General System of Common Schools," passed on the first day of April, 1834, so that the fund may increase to a sufficient extent to become more useful in its distribution.

This was followed, February 20, by the presentation of a bill by Mr. Petriken, of Lycoming, to suspend the operation of the free school law for five years. Mr. Slenker, of Northumberland, four days later, read in place a bill for the absolute repeal of the law. These various movements finally assumed the shape of a bill entitled a Supplement to the Act of 1834, which was earnestly debated for

many days and amended in various particulars. This Supplement, as reported from the Committee on Education, was intended to preserve the Act of 1834, but as in the end it was so modified as to effect the repeal of all its most essential features, it passed the Senate, March 19, under the title: "An Act making provision for the education of the poor gratis, and to repeal the Act of the first day of April, 1834." The test vote, on transcribing the bill for a third reading, was nineteen yeas to eleven nays, and among those voting against free schools were thirteen senators who had voted in their favor the previous year.

During the progress of the debate in the Senate, a substitute was offered for the pending measure, which, while it contained a few of the provisions of the law of 1834, was mainly a copy of the system of public education then in operation in some of the New England States. Its characteristic feature was that the single school was made the unit of the system. Each school district, as defined by the law of 1834, was to be divided into as many "school bounds" as it had schools, and the taxable inhabitants of each were to constitute a Society for "the purposes of elementary education." Meetings were to be held semi-annually in May and November. A school committee of three was to be chosen, one of whom was to be President, one Secretary, and one Treasurer of the Society. It was the duty of this committee to examine and employ teachers, superintend the school and report to the County Commissioners, who were constituted a County School Board.

The bill further provided that the School Societies "shall have power at any semi-annual meeting, to determine when, in what manner and by what means they will erect, purchase or rent a schoolhouse, and provide the means to defray the expenses thereof. They shall also determine how much money shall be raised and expended for school purposes during the ensuing six months, and shall have power to raise that amount by voluntary contribution, the assessment and collection of a tax proportioned to the respective State or county tax, or by a poll tax of a given sum on each taxable inhabitant, or partly by each or either mode, as to a majority of said meeting shall appear most equitable and convenient." It also provided that before any School Society could draw its quota of the State appropriation from the county treasurer, it must be made to appear that the Society had expended three times the amount in its own funds for school purposes during the year for which

the appropriation was made; and "that the school had been kept open and was equally free for the instruction of all within its bounds desiring to be taught."

This bill embodied the free school principle; it was an effort to substitute in school affairs the town organization of New England for the township organization of Pennsylvania, but it would have been ill-suited to our social and political condition. It was defeated by a vote of thirteen to eighteen—defeated mainly by the anti-school men who thus rendered a service to the State and to the cause of education of which they were unawares, for a system of schools to be successful must be home-grown and cannot be an importation from any other State or country.

Notwithstanding many members had been elected as anti-free school men, the House, as a whole, was more favorable to the law of 1834, and less disposed to go back to the system of schools for the poor which it had displaced, than the Senate. James Thompson, of Erie, who, as a member of the Committee on Education had been active in securing the passage of the Act of 1834, was in the Speaker's chair. The members of the Committee on Education were Samuel Anderson, of Delaware; Joseph Lawrence, of Washington; Emanuel C. Reigart, of Lancaster; Matthew B. Cowden of Dauphin; Thomas T. Cromwell, of Huntingdon; Wyndham H Stokes, of Philadelphia; and John F. Derr, of Columbia. Dr Samuel Anderson, of Delaware, the chairman, had served on the same committee the year before and was an early and earnest free school man. His committee, with a single exception, sympathized with his views on the subject of education; but all were united in the opinion that some modification of the law of 1834 was necessary before it could go into full practical effect. But although the outlook for the friends of education was more favorable in the House than in the Senate, there were not wanting movements which portended the coming struggle. February 20, the Committee on Education reported a bill entitled an Act supplementary to the Act of 1834. It simplified the Act of 1834, removed some of its most objectionable features, but preserved and strengthened the principle on which it was founded. The sections of the law of 1834, providing for School Inspectors and for delegate meetings at the county towns were dispensed with, the school directors were authorized to examine and certificate teachers, and the plan of levying and collecting the school tax was made much more plain and less expensive. The

committee were unanimous in their support of this bill, with the exception of Mr. Reigart, of Lancaster. Mr. Reigart, though as he stated, "not opposed to a general and enlarged system of education" dissented from the majority of the committee and gave in substance the following reasons:

That the Constitution of 1790 was fulfilled in the passage of the Act of 1809 providing for the education of the poor gratis. It was indeed extremely doubtful whether it would not be an open violation of the Constitution to attempt to establish upon it a system of universal education as proposed.

That this system having continued for twenty-five years must have had some merit. That the school fund provided for by the Act of 1831, had not yet reached the amount at which the interest could be legally distributed for school purposes, and that the Act of 1834 was therefore premature.

That under the present system with the money then provided, the schools could not be kept open more than two months in the year; that the poor were better off under the Act of 1809, and "that no general system of education based on taxation could at this time be adopted without doing great injury and much injustice to the agricultural interests of the country."

That the Commonwealth was financially embarrassed and could not bear the weight of additional tax for schools. The people now have "their county tax, their road tax, their poor tax, their personal property tax and their State tax. Impose additional burthens on them and they will be compelled to leave the houses of their childhood and the graves of their fathers" and "migrate into the great unknown regions of the 'far west,' there to enjoy in peace and tranquillity the well-earned reward of their labor and toil."

Mr. Reigart ably summarized in his report the principal arguments of the anti-school men, and closed it by recommending the re-enactment of the law of 1809 and the repeal of the law of 1834. A few days after the reading of the report Lewis W. Richards, of Berks, gave notice of a bill in accordance with its recommendations.

On the 25th of February, Joseph Pollock, of Beaver, from a select committee, reported an educational bill similar to that which was offered as a substitute to the repealing act in the Senate, and defeated by the anti-school men; but it does not seem to have been seriously pressed.

From the beginning of the session, the Legislature was flooded

with petitions asking for the repeal or modification of the school law passed the preceding year. Never before had there been so many petitions presented at one session of the Legislature on a single subject. Thirty-eight counties out of fifty-one sent petitions asking for the repeal of the law, and eight of the same counties with two others sent petitions asking for its modification. Adams and Delaware fairly offset the petitions of their anti-school men by strong remonstrances against repeal; and similar remonstrances less numerous signed were presented from Cambria that did not petition for repeal and from Mifflin, Schuylkill, Franklin, Cumberland, Berks, York, Chester and Allegheny that did. The City and County of Philadelphia and the counties of Bradford, Clearfield, Jefferson, Luzerne, McKean, Pike, Potter, Tioga, Warren and Wayne, were the only ones that refrained from perplexing the Legislature with their prayers on the subject.

The number and character of the petitions was so unusual that a special Committee was appointed in the House of Representatives "to ascertain the number of petitions in each county of the Commonwealth, praying for the repeal or modification of the school law, and the number remonstrating against such repeal." The report of this Committee presented by Mr. Kerr, of Allegheny, chairman, consisting of a single paragraph, is very significant. It states:

That although the number who have petitioned for the repeal is deplorably large, yet it is but a small minority of the whole number of voters in the Commonwealth, to wit, about thirty-two thousand. Those who ask for a modification only are two thousand and eighty-four; those who have deemed it necessary to remonstrate against the repeal, two thousand five hundred and seventy-five. The Committee were pained to find among those who deem a general system of education unnecessary and ask for its repeal, sixty-six who are unable to write their own names, and who attached their signatures by making their marks; and according to the best conclusion to which the Committee could arrive, more than ten out of every hundred of the petitioners' names appear to be written by other hands than their own. Whether this arose from inability to write their own names, the Committee do not feel themselves called on to determine. The Committee would further remark, that in most of the petitions not more than five names out of every hundred are written in English, and the great mass of them are so illegibly written as to afford the strongest evidence of the deplorable disregard so long paid by the Legislature to the constitutional injunction to establish a general system of education.

The report is accompanied by a tabular statement. That part of it which enumerates the counties from which the greatest number of petitions came asking for the repeal of the law, is as follows:

Counties.	No. of Petitions.	No. of Signers.	Counties.	No. of Petitions.	No. of Signers.
Comerston	10	610	Cumberland	13	922
Lebanon	22	1,664	Montgomery	21	2,259
Delaware	14	681	Berks	63	3,674
Northampton	18	1,053	Delaware	33	1,024
Lancaster	36	1,625	Union	24	1,479
Berks	21	803	Lancaster	82	3,322
Delaware	27	1,586	York	17	620
Vestmoreland	16	1,445	Chester	40	2,261
Franklin	17	1,116	Juniata	7	450
Adams	16	550	Northumberland	8	402
Armstrong	4	190	Washington	3	481
Dauphin	5	355	Bedford	5	355
Centre	4	454	Columbia	5	344
York	4	319	Fayette	3	347

Mr. Krause, of Lebanon, as a minority of the Committee, deemed it "wholly impracticable in the absence of other testimony than that derived from an inspection of the names of the petitioners to determine how many of them were signed by other hands"; nor, if so signed, did he consider it a proof that the petitioners could not write. The signing was probably done in a hurry at some public place, and the signatures, so far as they appeared in the same hand, were most likely written by some one properly authorized. The sight of the petitions was, he thought, in the number of signers, which was unexampled. In reply to the statement of the majority of the Committee "that in most of the petitions not more than five names out of every hundred are written in English," he answered that this was no proof of ignorance and that the number of persons who subscribed for newspapers and read them in the most German of German counties, Berks and Lebanon, showed that the people here were as intelligent as in communities exclusively English.

While these movements were in progress in the House, the Senate had passed the bill repealing the law of 1834, as already related, and the House Committee on Education had, as the best mode of meeting the issue, squarely reported it as committed. A terrible battle between the free school and the anti-free school men in the House took place in the Committee of the Whole, where the bill was first considered; but the victory remained with the former, for on April 10, the Committee reported the bill to the House in the shape of a substitute to the Senate bill, which not only did not repeal the law of 1834, but actually gave it new strength by removing some of its most material defects and adding to it several provisions calculated to facilitate its practical operation.

April 11, 1835, must be regarded as an eventful day in the history of the school legislation of Pennsylvania. The school bill with its amendments came up on second reading before the House. The struggle on its passage was bitter, and prolonged through a morning, an afternoon and an evening session. Several strengthening amendments were adopted. An amendment to repeal the law of 1834, was offered, discussed and voted down. Other less important amendments, intended to cripple the efficiency of the Act, shared the same fate. Mr. Reigart moved that the Act of 1834 be suspended for three years, and the vote on this motion showed about the relative strength of the two parties, thirty-eight yeas and fifty nays. The members from Montgomery and Lebanon tried to have their counties exempted from the operation of the law, but this was refused. The ablest and most determined leaders of the anti-school men were William Hopkins, of Washington, and Henry W. Conrad, of Schuylkill. When other means failed, dilatory and obstructive motions were resorted to, but the united efforts of the friends of free schools rendered them of no avail. At length, the title of the bill adopted by the Senate was amended so as to conform to the character it had assumed, as a supplement to the Act of 1834, and a test vote taken on the passage of the first section showed fifty-five yeas and thirty-four nays, and the fight was won. Gaining strength by this victory, the friends of the bill were now able to push rapidly through the remaining sections, to suspend the rules by a two-third vote, and to pass the bill finally by fifty-five yeas to thirty nays.

When the amended bill came into the hands of the Senate two alternatives were presented, either to concur in it or to suffer the Act of 1834 to remain in full force. The former was chosen; and, with a few unimportant amendments, the bill as it passed the House became a law, and so ended the last great fight for free schools in the Legislature of Pennsylvania.

There was a number of devoted friends of free schools in the House of Representatives in 1835, but the acknowledged leader of the free school forces during their great struggle was the member from Adams, Thaddeus Stevens. He was not popular among his fellow members, indeed was cordially hated by some of them, but for bold, uncompromising advocacy of free schools, for the spirit and courage he infused into their friends and the bitter denunciation and withering scorn he dealt out to their enemies, he had no equal. Competent judges of all parties who witnessed the fight agree that

had he not stood like a rock furnishing shelter and imparting strength to the free school combatants, and bidding defiance to the fiercest of those who would have struck them down, the law of 1834 would have been swept from the statute book or been saved only by a veto from the Governor, and the day of universal education in Pennsylvania might have been indefinitely postponed.

Thaddeus Stevens was a poor Vermont farmer's son. He made his way by means of a fond mother's savings through Dartmouth College and came to Pennsylvania in 1815, then twenty-three years old. He had made shoes and taught a country school at home, and here he began his career by becoming an assistant teacher in the Academy at York, studying law and opening an office at Gettysburg. In 1831, he was elected to the Legislature, was a member in 1833-4, favored the free school law of that year but did not serve on the Committee on Education and took no part in preparing the bill. He had little to do with the educational work of the session of 1834-5 until the crisis came and he saw that the infant free schools were in danger of destruction. Then gathering up his great strength, he threw himself with his whole soul into the contest, and not more by his eloquent, inspiring words than by the bold, determined position he assumed, won the day. His speech delivered while the subject was under consideration on the substitute for the Senate bill is said to have been very effective. One who was present, Dr. George Smith, of Delaware, wrote in 1880, Stevens' speech was "one of the most powerful I ever heard. The House was electrified. The wavering voted for the House sections and the school system was saved from ignominious defeat." Elijah F. Pennypacker, of Chester, as clear in intellect and sound in judgment to-day, 1884, as when he sat in the Legislature in 1834 and 1835, and gave voice and vote in favor of free schools, declares that the speech of Mr. Stevens was "so convincing that the friends of education were brought in solid column to the support of the measure and thus saved the common school system." Others who were present have recorded similar testimony. In honor to its author, the speech was beautifully printed on silk by some free school men in Reading, and proudly kept by him as a relic till his death.

The following extracts from the speech will show its temper and account for its effect:

I will briefly give you the reasons why I shall oppose the repeal of the school law. This law was passed at the last session of the Legislature with

unexampled unanimity, but one member of this House voting against it. It has not yet come into operation, and none of its effects have been tested by experience in Pennsylvania. The passage of such a law is enjoined by the Constitution, and has been recommended by every Governor since its adoption. Much to his credit, it has been warmly urged by the present Executive in all his annual messages delivered at the opening of the Legislature. To repeal it now, before its practical effects have been discovered, would argue that it contained some glaring and pernicious defect, and that the last Legislature acted under some strong and fatal delusion which blinded every man of them to the interests of the Commonwealth.

It would seem to be humiliating to be under the necessity, in the nineteenth century, of entering into a formal argument to prove the utility, and to free governments, the absolute necessity, of education. More than two thousand years ago, the deity who presided over intellectual endowments ranked highest for dignity, chastity and virtue, among the goddesses worshipped by cultivated pagans. And I will not insult this House or our constituents by supposing any course of reasoning necessary to convince *them* of its high importance. Such necessity would be degrading to a Christian age and a free republic.

* * * * *

If an elective republic is to endure for any great length of time, every elector must have sufficient information, not only to accumulate wealth and take care of his pecuniary concerns, but to direct wisely the Legislatures, the Ambassadors, and the Executive of the nation; for some part of all these things, some agency in approving or disapproving of them, falls to every freeman. If, then, the permanency of our government depends upon such knowledge, it is the duty of government to see that the means of information be diffused to every citizen. This is a sufficient answer to those who deem education a private and not a public duty—who argue that they are willing to educate their own children, but not their neighbor's children.

* * * * *

Many complain of the school tax, not so much on account of its amount, as because it is for the benefit of others and not themselves. This is a mistake. It is for their own benefit, inasmuch as it perpetuates the government and ensures the due administration of the laws under which they live, and by which their lives and property are protected. Why do they not urge the same objection against all other taxes? The industrious, thrifty, rich farmer pays a heavy county tax to support criminal courts, build jails, and pay sheriffs and jail keepers, and yet probably he never has had and never will have any direct personal use for either. He never gets the worth of his money by being tried for a crime before the court, allowed the privilege of the jail on conviction or receiving an equivalent from the sheriff or his hangmen officers!

* * * * *

But we are told that this law is unpopular, that the people desire its repeal. Has it not always been so with every new reform in the condition of man? Old habits and old prejudices are hard to be removed from the mind. Every new improvement which has been gradually leading man from the savage through the civilized up to a highly cultivated state, has required the most strenuous and often perilous exertions of the wise and the good. But, sir, much of its unpopularity is chargeable upon the vile arts of unprincipled

demagogues. Instead of attempting to remove the honest misapprehensions of the people, they cater to their prejudices, and take advantage of them, to gain low, dirty, temporary, local triumphs. I do not charge this on any particular party. Unfortunately, almost the only spot on which all parties meet in union, is this ground of common infamy!

I have seen the present chief magistrate of this Commonwealth violently assailed as the projector and father of this law. I am not the eulogist of that gentleman; he has been guilty of many deep political sins. But he deserves the undying gratitude of the people, for the steady, untiring zeal which he has manifested in favor of common schools. I will not say his exertions in that cause have covered all, but they have atoned for many of his errors. I trust that the people of this State will never be called upon to choose between a supporter and an opposer of free schools. But if it should come to that, if that is to be made the turning point on which we are to cast our suffrages, if the opponent of education were my most intimate personal and political friend, and the free school candidate my most obnoxious enemy, I should deem it my duty, as a patriot, at this moment of our intellectual crisis, to forget all other considerations and to place myself, unhesitatingly and cordially, in the ranks of him whose banner streams in light!

* * * * *

But will this Legislature—will the wise guardians of the dearest interests of a great Commonwealth, consent to surrender the high advantages and brilliant prospects which this law promises, because it is desired by worthy gentlemen, who, in a moment of causeless panic and popular delusion, sailed into power on a Tartarian flood?—a flood of ignorance, darker, and to the intelligent mind, more dreadful, than that accursed Stygian pool, at which mortals and immortals tremble! Sir, it seems to me that the liberal and enlightened precedents of the last Legislature have aroused the demon of ignorance from his slumber; and maddened at the threatened loss of his murky empire, his discordant howlings are heard in every part of our land.

* * * * *

The barbarous and disgraceful cry, which we hear abroad in some parts of our land, "that learning makes us worse—that education makes men rogues," should find no echo within these walls. Those who hold such doctrines anywhere would be the objects of bitter detestation if they were not rather the pitiable subjects of commiseration. For even voluntary fools require our compassion as well as natural idiots?

* * * * *

Let all, therefore, who would sustain the character of the philosopher or philanthropist, sustain this law. Those who would add thereto the glory of the hero can acquire it here, for in the present state of feeling in Pennsylvania, I am willing to admit, that but little less dangerous to the public man is the war-club and battle-axe of savage ignorance than to the Lion-Hearted Richard was the keen scimitar of the Saracen. He who would oppose it, either through inability to comprehend the advantages of general education, or from unwillingness to bestow them on all his fellow-citizens, even to the lowest and the poorest, or from dread of popular vengeance, seems to me to want either the head of the philosopher, the heart of the philanthropist, or the nerve of the hero.

* * * * *

Who would not rather do one living deed than to have his ashes enshrined in ever-burnished gold? Sir, I trust that when we come to act on this question, we shall take lofty ground—look beyond the narrow space which now circumscribes our vision—beyond the passing, fleeting point of time on which we stand—and so cast our votes that the blessing of education shall be conferred on every son of Pennsylvania—shall be carried home to the poorest child of the poorest inhabitant of the meanest hut of your mountains, so that even he may be prepared to act well his part in this land of freemen, and lay on earth a broad and a solid foundation for that enduring knowledge which goes on increasing through increasing eternity.

Previous to his appearance as an advocate of free schools in the Legislature, Mr. Stevens had shown his interest in education by securing, in 1834, a generous appropriation from the State in aid of Pennsylvania College, established a short time previously in his adopted town, in spite of the opposition of his colleague in the House of Representatives, and against the protest of many of his warmest and most influential friends at home. When this bill was before the House, he made a speech which the editor of the *Harrisburg Telegraph* at the time said “was one never excelled if ever equalled in the hall.” In remembrance of this good act, and for other favors of a private character, one of the finest buildings now connected with the College is named Stevens Hall.

On the tenth day of March, 1838, Mr. Stevens made a second speech in the House of Representatives on an educational question, in favor of a bill to establish a School of Arts in the city of Philadelphia, and to promote the acquisition of useful knowledge by endowing the Colleges, Academies, and Female Seminaries of the State. This speech was more eloquent, polished, and scholarly than his former one, if less pointed, forcible, and severe. The bill he advocated was passed by the House, but subsequently reconsidered and defeated; but that part of it relating to the endowment of higher institutions of learning was later in the session attached as an amendment to an Act relating to common schools, and became a law. It was the most comprehensive and liberal measure of the kind ever enacted by the Pennsylvania Legislature.

In the introduction to his speech, Mr. Stevens referred to the honor Pennsylvania had acquired for her recent legislation on the subject of education, and gracefully added:

That the name of the Governor, who, fortunately, I admit, for the honor and interests of Pennsylvania, gave place to the present firm, intelligent and independent Executive, when the faults and follies of his party politics shall have been forgotten, will stand out prominently and honorably upon the records of

time, as a great benefactor of the human race for his bold, manly and persevering efforts in favor of education.

With respect to the close relation that ought to exist between elementary and higher education, he said :

Nor does it seem possible to separate the higher from the lower branches of education, without injuring, if not paralyzing the prosperity of both. They are as mutually dependent and necessary to each other's existence and prosperity, as are the ocean and the streams by which it is supplied. For while the ocean supplies the quickening principles of the springs, they in turn pour their united tribute to the common reservoir—thus mutually replenishing each other. So Colleges and Academies furnish and propagate the seeds of knowledge for common schools, and they transfer their most thrifty plants to these more carefully and more highly cultivated gardens of knowledge.

His argument in favor of State-endowed Colleges was as follows :

It may be true that unendowed Colleges are accessible only to the rich, but that shows the necessity of endowing them, and thus opening their doors to the meritorious poor. Extend public aid to these institutions and thus reduce the rate of tuition; in short render learning cheap and honorable, and he who has genius, no matter how poor he may be, will find the means of improving it. It can hardly be seriously contended that liberal education is useless to man in any condition of life. So long as the only object of our earthly existence is happiness, enlarged knowledge must be useful to every intellectual being, high or low, rich or poor, unless you consider happiness as consisting in the mere vulgar gratification of the animal appetites and passions. Then, indeed, that man, like the brute, is happiest who has the most flesh and blood, the strongest sinews, and the stoutest stomach.

He spoke thus of the benefits the children of the poor would receive from institutions of learning endowed as he proposed:

These institutions being permanent and prosperous, would reduce the price of education, and thus enable the aspiring sons of the poor man to become equally learned with the rich. Then should we no longer see the struggling genius of the humble obstructed, and as now, stopped midway in the paths of science, but we would see them reaching the farthest goal of their noblest ambition. Then the laurel wreath would no longer be the purchase of gold, but the reward of honest merit. Then the yeomanry of our country would shine forth in their grandeur, the proudest ornament of the nation. In the national workshops of science, the gem of the peasant would be polished till it outshone the jewel of the prince.

He closed with paragraphs like these :

I am comparatively a stranger among you, born in another, in a distant State; no parent or kindred of mine did, does, or probably ever will dwell within your borders. I have none of those strong cords to bind me to your honor and your interest, yet if there is any one thing on earth which I ardently desire above all others, it is to see Pennsylvania standing up in her intellectual, as she confessedly does in her physical resources, high above all confeder-

ate rivals. How shameful, then, would it be, for these her native sons to feel less so, when the dust of their ancestors is mingled with her soil, their friends and relatives enjoy her present prosperity, and their descendants for long ages to come will partake of her happiness or misery, her glory or her infamy!

I have often thought and wished that I was the owner or trustee of the whole mountain of Ophir. I would scatter its yellow dirt upon the human intellect, until, if there be one fertilizing property in it, every young idea should shoot forth with overshadowing luxuriance.

Mr. Stevens never took an active part in the practical work of education, but none were more pleased than he at any movement that promised substantial progress to a cause that was always near his heart. The following extract from a letter dated August 1, 1864, to a lady in Gettysburg, who had sent him, in acknowledgment of his efforts in behalf of free schools, a cane made of relics collected on the battle-field at that place, evinces his high regard for the free school system of the State and the pride he felt in having aided in establishing it:

You speak gratefully of my efforts in favor of free schools. I have been some thirty years in public life. When I review all the measures in which I have taken part, some of them very important, I see none in which I feel so much pleasure, perhaps I may be excused for saying pride, as the free school system of Pennsylvania. When I entered the Legislature about thirty years ago, there was not a school in any part of the State where the children of the poor could acquire common education without recording themselves paupers and being recognized and treated as such by their fellow students. Few availed themselves of these odious conditions, and the poor man's child was doomed to ignorance. Now there is no obscure, barren spot within the broad limits of Pennsylvania, where the children of the rich and the poor do not meet in common schools on equal terms. He who pays his tax, however small, has equal rights to a useful education with those who pay an hundred fold more.

Although Pennsylvania started late, I believe a quarter of a century more will see her children as universally and as well educated as those of any State in the Union. You probably give me too much credit for the establishment of the benign system of public schools; but I think I may without arrogance admit that my efforts contributed something to its creation and preservation. As the mother of eight children you thank me for it. Such thanks, while I am living, and if I could hope for the blessings of the poor when I am no more, are a much more grateful reward than silver or gold.

CHAPTER XVII.

YEARS OF ORGANIZATION.

WOLF. FINDLAY. DR. GEORGE SMITH. LAW OF 1836. PECULIAR FEATURES OF THE PENNSYLVANIA COMMON SCHOOL SYSTEM. RITNER. BURROWES. THE WORK OF ORGANIZATION.

GOVERNOR WOLF was renominated for a third term by a Convention which met at Harrisburg, March 4, 1835; but a formidable division in the party that had supported him brought about in opposition the nomination of the Rev. H. A. Muhlenberg. The Whig and Anti-Masonic parties united in presenting as their candidate, Joseph Ritner. Wolf was defeated, and Ritner succeeded him in the gubernatorial office. The leaders in the Democratic party who opposed Wolf doubtless had other objections to him than his advocacy of free schools, they protested indeed that his record on this question formed no part of the ground of their opposition; but it cannot be denied that their followers almost to a man were anti-school men, and the anti-school sentiment was the impulse that gave spirit and strength to the canvas. "No school tax," "No free schools," were the popular inscriptions borne on the Muhlenberg banners. Muhlenberg himself, a gentleman of liberal culture and born of a family always foremost in the work of education, could hardly have had much feeling in common with the mass of his supporters; but he was a Lutheran clergyman, and the Lutheran church at that time having its own parochial schools, with other churches in like circumstances, was as a body hostile to the new State system which it feared would destroy them. The Wolf men boldly accepted the issue and fought their battle under a flag that proudly bore upon its folds the words, "Public Education;" but with Ritner's united forces in front and Muhlenberg's contingent in the rear, success was impossible, and the heroic Wolf became a martyr to his great idea of an education for all, the poorest as well as the richest. With the true spirit of a martyr, however, he remained unshaken in his faith, and his last message contained the hopeful words:

There can be no doubt that as the system advances into more general use and its advantages become more apparent, it will increase in favor with the

people generally, but especially with the more liberal minded and intelligent; that the friends of a virtuous and moral education, to be extended to all the children within our extensive Commonwealth, will eventually triumph, and with the adoption of a few modifications, some of which I understand will be suggested in the report of the Superintendent of Common Schools, there is every reason for confident assurance that the system will work its way in public favor, and will eventually be universally accepted and approved.

Superintendent Findlay sent his second annual report to the Legislature on the fifth of December. Like the first it is short, and confined mainly to a formal statement of the results of the system and the presentation of a few suggestions in regard to such changes in the law as were deemed advisable. There was encouragement in the following: "The public schools, wherever they have been judiciously managed, have been maintained at a less expense than those which have depended upon private patronage for their support. Many children attend these schools who, without them, probably would never have received any education whatever. In some of the districts, the scholars in the public schools are double the number that was ever taught in private schools before the adoption of the general system."

The amendments suggested to the law were all in the direction of a further localization of the powers of the system. It was recommended that the whole power of levying and collecting tax for school purposes be left in the hands of the school directors, and that the people of each school district be allowed to accept or reject the system at meetings of their own, without the intervention of meetings of delegates of school boards at the county towns. County supervision of schools was pressed upon the attention of the Legislature in the following words: "To secure to the schools the services at all times of competent instructors, and to prevent the employment of any who are not, it would be expedient, if not absolutely necessary, to subject them to the visitation of intelligent individuals in the several counties, to be designated by the Superintendent."

No danger threatened the free schools in the Legislature of 1835-6, but an earnest effort was made by practical men to correct the defects of the existing law, and to mould its provisions into working shape. Dr. George Smith, of Delaware, was at the head of the Committee on Education in the Senate. The other members were Almon H. Read, David Middlecoff, Meek Kelly, and James Paul. Dr. Smith had served as a member of this Committee during

the two preceding sessions, and had proven himself an intelligent and earnest school man, both in the Legislature and at home, where he was elected one of the first board of school directors organized in his township. He was liberal in all things, and well versed in the natural sciences and general literature. After completing his term in the Senate, he continued to serve as a school director for many years, and, solely for the purpose of strengthening the system by his good name and his standing among the friends of education, he suffered himself to be elected the first County Superintendent in Delaware county, under the Act of 1854, and presided at the first State convention of County Superintendents held at Harrisburg. He published a full and elaborate history of his county, and continued to interest himself in school matters and other public affairs until his death in the winter of 1882.

The members of the House Committee on Education were Joseph Lawrence, of Washington, Bela Jones, George Mayer, Thomas Atkinson, Charles B. Trego, Charles McClure, and Robert Stinson. For the purpose of freeing, if possible, the school laws then in operation from ambiguity, and adapting them to the conditions in which they were to be enforced, the Committees of the two Houses held a joint meeting, and agreed that with respect to the school law they would act jointly, and that the same bill should be reported simultaneously in each House. Mr. Lawrence, a gentleman of much legislative experience in Congress as well as in the Legislature, was appointed to draw up the bill; but before he had made any progress in this work, he was elected State Treasurer. The task then devolved on Dr. Smith; and as nearly two months of the session had already passed, he states that he submitted his draft to but three persons before laying it before the Committee—Thaddeus Stevens, Charles B. Trego, and Almon H. Read—neither of whom suggested any change of importance, and the Committee without altering a single word directed it to be reported to the two Houses as agreed upon. The further progress of the bill is best told in the language of its author: "The bill was first considered in the Senate, where it met with considerable opposition, which was mostly exhibited in the shape of proposed amendments that were in great part of a kind calculated to injure or destroy its object or effectiveness. One of these, which came in the shape of a substitute for the whole bill, far more complicated than the Act of 1834, only failed by a tie vote. The bill on its final passage was carried by a vote of seven

teen yeas to eleven nays. In the House the amendments to the bill were very numerous, but the larger proportion of them were either non-concurred in, or were agreed to after being themselves amended. To secure this result imposed great labor on the Chairman of the Committee. The disagreement between the two Houses eventually resulted in the appointment of a Committee of Conference. The report of this Committee shows how very sensitive some of the members were lest non-accepting districts would lose a share of the State appropriation. But for the extra session, I doubt whether any school law could have been passed that year."

The school law of 1836 was not a supplement to the school law of 1834; it passed under the title of "An Act to Consolidate and Amend the Several Acts Relative to a General System of Education by Common Schools." Much material was taken from the older law, but the structure erected was, as a whole, new and much better adapted to its purpose. The real foundation of our present system of common schools is the law of 1836, many of its leading provisions remaining to this day in full force. The law is substantially the same now as it was then in regard to the formation of school districts, the election of school directors, and the organization of school boards, the powers and duties of school directors, the levying and collecting of taxes for school purposes, and the duties of the State Superintendent, time but proving its wisdom in these respects. But some notable changes have been made in it as it then stood. Public meetings of citizens are not now called to determine the amount of tax that may be levied for school purposes; children are no longer admitted to a public school at the age of four years; sub-districts long since ceased to cumber the system with their petty interests forever clashing, and no elections are now held for the purpose of voting "schools" or "no schools." In districts rejecting the system under the law of 1836, the poor were to be taught gratuitously under the law of 1809, and with a view to overcome the opposition of certain religious societies, but in violation of the principle on which free schools are founded, it was provided that "Where a school is or shall hereafter be endowed, by bequest or otherwise, the board of directors of the district in which such school is located, are hereby authorized to allow such school to remain under the immediate direction of the regularly appointed trustees of the same, and appropriate so much of the district school fund to said school as they may think just and

reasonable, *Provided*, That such school shall be generally conducted in conformity with the common school system of this Commonwealth."

By the concluding section of the Act, Philadelphia was authorized to establish a Central High School "for the full education of such pupils of the public schools of the First School District as may possess the requisite qualifications;" and that part of the Act of 1818 which made the Lancasterian system obligatory in Philadelphia, and which limited the benefits of the public schools to the children of indigent parents, was repealed.

In the law of 1836 the public school policy of Pennsylvania assumed definite shape and became permanently fixed; and as it was of home growth and different in some respects from the public school policy of other States and countries, it is well to summarize in this place those of its features deemed peculiar.

First, the system was not made compulsory in the districts. A majority of voters could either accept or reject it. Under the law of 1834, when once accepted, no way was provided of setting it aside; but, under the law of 1836, an accepting district could have a chance to vote to discontinue it every three years. This privilege of voting "schools" and "no schools" remained with the districts until 1848, when the law, having been tested and approved by the people, was made general.

Second, up to 1848, State appropriations were made available only to accepting districts, and since that time they have been made available only to districts that keep schools open according to law for a certain prescribed term. They are paid by the State Superintendent, who is the judge as to whether the necessary conditions have been complied with. These appropriations therefore have had much to do in bringing about an acceptance of the system, and in securing its efficient local administration. They have always been a lever used to remove obstructions blocking the way, and to lift the system from a lower to a higher plane.

Third, public schools in Pennsylvania have always been entirely free. Pupils were never required to pay tuition fees. Rate-bills, so common in the public schools of our older States and abroad, never had an existence in Pennsylvania.

Fourth, the school districts have always conformed substantially with the political divisions of the State, cities, boroughs, townships. In the earlier laws a ward in a city or borough was a school district.

A district now contains on an average about eight schools; the number has of course increased with the population.

Fifth, the concentration of all the most essential powers of the system in local boards of six directors, elected by the people and responsible to them.

Sixth, in the earlier school laws the school age was from four to twenty-one, in the later ones from six to twenty-one; and it has from the first been considered legal for school boards to grade the schools under their care and to establish high schools. Whatever may have been the opinions of individuals in regard to the proper function of common schools, Pennsylvania never had a law on her statute-book limiting the teaching in such schools to the elementary branches.

While the Legislature of 1835-6 was engaged in an effort to enact a new school law that would meet the wishes as well as the wants of the people and to transact the other business that claimed their attention, Joseph Ritner, who now occupied the gubernatorial chair, was striving to master the duties of the place and to adopt a policy for his administration. Governor Ritner most likely enjoyed fewer of the advantages of education than any other Governor the State has ever had. Born on a farm in Berks county, in 1780, his help was so much needed in working it that all the education he could obtain was six months in a country school at the early age of six years. But notwithstanding this deficiency, with a taste for reading and a supply of good books from the library of an uncle, he was able to acquire a large amount of solid information, and to become a good writer and speaker and a man of sound practical judgment. He was elected a member of the House of Representatives from Washington county in 1820 and served six years, the last two years in the Speaker's chair. He was twice defeated as a candidate for Governor by Wolf before he reached the office and once afterwards by Porter; and he undoubtedly owed his election in 1835 to the division in the Democratic party, countenanced if not caused by the anti-school men. Mindful of the assistance thus received and of the fact that many who supported him directly were violently opposed to the law of 1834 and expected him to favor its repeal, it might be supposed that he would either join hands with the enemies of free schools or occupy a neutral position on the question. He was earnestly urged to adopt one of these courses by some of the warmest and most influential of his political friends, but to his honor be it

said, he never yielded for a moment to their short-sighted solicitations, but like his predecessor, with true German tenacity, was an earnest and liberal advocate of free schools during his whole term of office and to the end of his days.

Increased taxation was the bugbear with which the anti-free school men frightened the people—the pocket was the tender nerve they touched when seeking their votes; none, therefore, can fail to admire the courage of Governor Ritner, who in his very first message risked his own popularity, and the popularity of his administration, by recommending a largely increased State appropriation to common schools. This appropriation had been \$75,000 a year for the first two years; the Legislature of 1835-6 increased it to \$200,000; Ritner, to the astonishment of both the friends and the enemies of free schools, proposed a still further increase of \$600,000, making in all \$800,000. The Legislature in response voted \$700,000, the largest sum in proportion to population ever appropriated to common schools. Included in this appropriation was a portion of the surplus revenue distributed at that time by the General Government among the several States. \$500,000 of the amount was intended to be used mainly in building and repairing schoolhouses, and was called by the Governor the "schoolhouse fund." It came at a most opportune time, for in multitudes of districts it required all the money they could raise in the ordinary way to provide themselves with schoolhouses under the new system, and in consequence the children were receiving less instruction than under the old one. By his bold and liberal course in regard to these enlarged appropriations, the Governor did more to strengthen the cause of free schools than all the fine paragraphs of mere words that could have been written in a hundred messages.

In his second message, the Governor urged the increase of the permanent annual appropriation to \$300,000, the part of his recommendation of the year before which had failed, and adds: "If it be admitted that wholesome cultivation of the moral and mental faculties not only raises the character, increases the happiness and perpetuates the liberties of a nation, but actually adds to its wealth, by bringing the best energies of the mind and all the stores of experience and science to aid the practical business of life, no other appeal need be made in favor of common school education." His third message contained a recommendation advising the separation of the two offices of Secretary of the Commonwealth and Superintendent

of Common Schools, and the establishment of a Department of Common Schools, a step taken twenty years later. By an Act passed the preceding year in accordance with his recommendation for an increase, the State appropriation to common schools was made equal to a dollar for each taxable inhabitant, and the Governor took evident pride in saying in this message, which was to be his last, that during his term the permanent annual State contribution to school purposes had increased from \$75,000 to \$400,000. He also pointed out the system's greatest need in these words: "All that seems requisite to the complete success of the system is that some immediate and efficient means be adopted for the preparation of common school teachers."

Retiring to private life, Governor Ritner fixed his residence in Cumberland county, where he had worked on a farm in his youth and where he had married. He lived to be near ninety years old, and up to his last years he took an active interest in everything relating to the schools of the people he had done so much to establish, attending and frequently presiding at teachers' institutes and educational meetings, and, at the advanced age of eighty years, traveled all the way to Edinboro, Erie county, to serve on a board appointed by the State Superintendent to consider the claims of a school at that place to be recognized as a State Normal School. A short time before his death, upon being asked his age, he significantly replied, "Old enough to have no enemies!"

Governor Ritner's Secretary of the Commonwealth and Superintendent of Common Schools was Thomas H. Burrowes. At the time of his appointment Mr. Burrowes was only thirty years of age, and without any experience whatever in school affairs. Educated exclusively by private tutors or in private schools, and mostly abroad, his interest in the elevation of the poorer classes of society by means of universal education had not yet been awakened. As a member of the House of Representatives from Lancaster county, in 1831-2 and 1832-3, he had voted with the opponents of a general system of education. Of his own fitness for the office of Superintendent of Schools at that period he said at a later day: "I knew about as much of the details of school affairs as I did of the local geography of the moon." His appointment was therefore at first very distasteful to the friends of free schools, and the old soldiers in the Legislature, who had fought so long and so hard to establish them, justly feared that the administration of the new system had

fallen into unfriendly hands, and for months they withheld their full confidence from it.

Never were men more agreeably disappointed. Ignorant of his duties, but determined to master them, oppressed with the magnitude of the undertaking but not shrinking from it, with increasing strength and growing interest as the task progressed, the new State Superintendent began the great work of organizing the system and putting the schools in operation. During the three years he remained in office he pressed forward this work with so much ability and zeal and with such a measure of success that his name well deserves to be ranked among the chief benefactors of free schools. Out of office, he continued to serve the cause he had learned to love as a school director, as a contributor of educational articles to newspapers and magazines, as the founder and editor of the *Pennsylvania School Journal*, as a prominent participator in teachers' institutes and educational meetings, as the friend and adviser of those intrusted with the administration of schools, and as the originator of school policies and the framer of school laws; indeed, so wise was his counsel deemed and so willing was he to render assistance, that to the end of his days it may be safely said no important measure concerning the interests of public education in the State was adopted that he did not aid in shaping. Called to the post of State Superintendent a second time during the first years of the civil war, in addition to his general duties, with a father's care he labored hard to protect the schools from the disturbing influences that threatened to weaken or destroy them. Towards the end of the war and after its close, he superintended the organization of the Soldiers' Orphan Schools, by which many thousands of children left destitute by the death of their fathers while fighting for their country were maintained and educated; and he was President of the State Agricultural College when he died, in 1871, thus closing in harness a long career of educational usefulness.

Apart from the correspondence relating to schools which pressed upon his attention, Burrowes' first official act as Superintendent of Schools was to prepare and present to the Legislature what he called a "Supplementary Report," called supplementary because the regular report for the year had already been read in the two Houses and published. It was dated February 19, 1837, and was evidently written before his judgment on educational subjects had fully ripened. Some of the views expressed in it were soon afterwards

changed. Among other things he recommends that accepting school districts be allowed to discontinue the system when they become dissatisfied with it; that education in the common schools be rigorously limited to "the elements of a good business education," "reading, writing and arithmetic;" that no schools of higher grade than primary be established unless the directors have in hand "surplus funds" which they can use for the purpose, and that no children above the age of fifteen years be admitted into the schools. In regard to the branches which ought to be taught and the age at which children should be admitted into school he says: "No community would or should bear the tax necessary to build schoolhouses and pay teachers, sufficient for the instruction of all persons among them under twenty-one years of age, in all branches of education which may be conveyed by means of their own language. It is defeating the very object we wish to obtain." Even at this early day he clearly saw the chief defect of the system and thus points it out: "Teachers, then, well qualified, well paid, respected, *professional* teachers, are the chief want of the system;" but with the haste of one wholly inexperienced he adds: "In three years from the passage of a proper Act on the subject, the whole business of common school teaching might be regenerated in Pennsylvania. A new profession might be created; a profession of the most uniform, respectable and useful kind." He thinks two institutions, one in each end of the State, under the care of two of the Colleges then in operation, "would soon produce a complete revolution in teaching," and earnestly recommends an appropriation of \$10,000 for the purpose of their establishment.

Narrow and crude as were some of the views and recommendations in this report, there was still enough in it to show that its author was able and earnest, and to give promise of the good that was to come. The needed schooling for the duties of the place came mostly in the shape of the voluminous correspondence that required attention. The system was new and badly understood, and there were not then as now local officers competent to enlighten the school boards and the people in regard to the proper construction of the law, or the practical details of its application. In consequence, every mail brought to Harrisburg, from all parts of the State, a multitude of letters. The copied answers remaining in the Department show that, although the correspondence of the Secretary of the Commonwealth was then much greater than now, as all

the county officers, judges, and other magistrates, were appointed by the Governor, and a vast system of public improvements was in full progress, he scarcely wrote one-third the number of letters that were written by the Superintendent of Common Schools. Information was constantly asked concerning every detail of the system, the election and organization of school boards, the location of schoolhouses, the assessment and collection of school taxes, the distribution of the State appropriation, the examination and qualification of teachers, the selection of branches of study and textbooks, the use of the Scriptures and the Catechism in school, school government in all its branches, the residence of pupils, the opposition to free schools, etc., etc. To attend promptly to this immense correspondence taxed to the utmost the powers of the Superintendent; but it was just the discipline he needed to make him what he became, the great organizer of the system. His letters as a whole are a marvel of perspicuity, and furnish striking evidence of the study given the subject in all its bearings, and the care taken in their preparation. When the writing of letters became over burdensome, resort was had to printed general notices and circulars, of which a number was issued. Some two or three months after its passage, the Superintendent published in a pamphlet of twenty-two pages and forwarded to every school director in the State, the Act of 1836, "with explanatory instructions and forms for carrying it into operation," together with forms for all the official acts of school directors. This was the first publication of the kind issued by the School Department, and doubtless furnished the model of all documents of a similar character published since that time.

Burrowes' first regular report, dated February 17, 1837, was a more elaborate and a much better considered paper than his report of the year before, although far from being as sound as the work of his maturer years. He starts out by congratulating the Legislature "on the prosperous condition and cheering prospects of the common school cause." "At length," he says, "it has reached a point in its progress as an experiment, at which the certainty of its success may be confidently announced." A summary of the statistics given is as follows:

The whole number of districts in the State	987
The number that had accepted the system	742
The increase during the year	209
The number of common schools in operation	3,384

The increase during the year	2,622
The number of teachers, male, 2,428, female, 966	3,394
The increase during the year	2,586
The number of pupils in the schools	150,838
The increase during the year.	118,294
The number of children taught at public expense prior to 1834.	32,544
The number of children in the State between the ages of five and fifteen about	320,000
Average salaries of male teachers per month	\$18.38
" " female " "	11.96
" time schools were open	4 mo. 3 days.

The amount and kind of work done in the School Department is thus stated :

During the year, three hundred decisions in cases of controversy, and letters of advice and explanation connected with the system, were written by the Superintendent. These have all been recorded in a book kept for the purpose. Fifteen hundred circular letters accompanying warrants for the payment of State appropriation, forms for reports, and on other occasions, have been sent from the office. An account has been opened with, and their proportion of public money forwarded to six hundred and three accepting districts under the present, and seventy-six warrants sent to counties under the former law. A copy of the school law of June last, in pamphlet form, accompanied with explanations, instructions and forms to facilitate its operation, was prepared and sent to the Commissioners of each county, for every school director in the Commonwealth, either in English or German; eighteen hundred letters, certificates and reports have been received, attended to and filed away; and the necessary calculations for the distribution of the public money, by means of warrants on the State Treasury, made.

The following is a "condensed view" of the defects pointed out in the law as it then stood, with the remedies proposed by the Superintendent :

Deficiency of funds—to be remedied first by the donation of a schoolhouse fund of \$500,000; and, second, by the addition of \$100,000 to the instruction fund.

Over taxation—to be corrected by the increase of State aid.

Want of competent teachers—to be supplied, first, by the increase of funds to secure better; and, second, by the establishment of institutions for their preparation.

Want of attention and energy in directors—to be obviated, first, by decreasing their number from six to three; and, second, by allowing them and the other officers a moderate compensation.

The admissibility of *all* persons over four years of age into the schools—to be remedied by a restriction to five and sixteen years, with power in directors to admit persons over the latter age when necessary.

Want of restriction in the branches of study—to be remedied, first, by limiting to reading, writing, grammar, composition, geography, history, arithmetic and book-keeping; and, second, by the establishment of secondary schools for the higher branches.

In order that the \$500,000 appropriated by the Legislature in 1837, for the purpose of aiding school boards in the erection and improvement of schoolhouses, might be used to the best advantage, the Superintendent prepared and transmitted to each school district an engraved plan of the interior arrangements and furniture of a primary schoolroom. This plan was used in remodeling hundreds of old schoolhouses and in building many new ones.

Nor did the Superintendent remain in his office, simply performing the work that came to his hand. In the Summer and Fall of 1837, and again at the same season in 1838, he spent some months in visiting the different counties, where he addressed public meetings, counseled with directors and teachers, explained the school law, settled disputes and differences, gathered stores of information for himself, and infused life into the working of the system. In this way all the counties were visited except eight, personal interviews were had with more than two thousand directors and large numbers of teachers and citizens interested in education, and numerous schools and some Academies and Colleges were inspected. In recognition of these useful services, the Legislature voted an increase of salary to the amount of five hundred dollars a year.

No document that ever emanated from the School Department is more worthy of study than Burrowes' third report, made in February, 1838. It is a masterly presentation of its author's views, matured by the experience of three years in the office of Superintendent, on the subject of public education in the State, present and prospective. The following paragraph will show how much these views had broadened in regard to the aim of the system since the writing of his first report:

The question which has been settled by the adoption of the Common School system does not merely declare that the people of Pennsylvania will have reading, writing, and arithmetic taught, at the cheapest possible rate, to all, in half a dozen comfortable schoolhouses in each township. This, to be sure, is determined, and is of itself a great deal. But greater and better things have been willed by the same vote. In the deep and broad foundation of the PRIMARY COMMON SCHOOL are also found the bases of the more elevated SECONDARY SCHOOL, the PRACTICAL INSTITUTE for the teacher and the man of business, the ACADEMY for the classical student, the COLLEGE for his instruction in the higher branches of science and literature, and the towering UNIVERSITY, from which the richest stores of professional learning will be disseminated.

The space of fifty years has not sufficed to bring into existence the "secondary school" of which he spoke thus sanguinely:

In other ages and countries, the lower orders might be confined to the rudiments of knowledge, while the higher branches were dispensed to the privileged classes, in distant and expensive seminaries. But here we have no lower orders. Our statesmen and our higher magistrates, our professional men and our capitalists, our philosophers and our poets, our merchants and our mechanics, all spring alike from the mass, and principally from the agricultural portion of the people. Of that portion few can afford to send their sons to the distant boarding school, to satisfy the thirst for increased knowledge acquired in the primary school. But satisfied it must be. The result will be that if their sons cannot be sent to the distant higher schools, the higher schools will be brought to their sons. This must be the case, because the parents thus circumstanced form the majority, and their decision will effect the object. The SECONDARY COMMON SCHOOL will rise up in every district in the State, and within reach of all. The pupils who attend these will be of more advanced age and of greater strength than the primary scholars. They will consequently be able to walk much farther to and from school; and in this fact will be found the limit of their number. Three miles to school will be about as far as the most distant should walk; and thus we shall have the secondary schools within six miles of each other over the whole State.

Higher education has taken other directions than that contemplated in the report, but its liberal views are not the less to be commended in projecting, as the outgrowth and culmination of the system of schools then in course of development, the broad scheme of "Practical Institutes," free to the most deserving pupils of the highest grade of common schools, and County Academies, Colleges and Universities, united by a common interest and so aided by State appropriations as to be able to open their doors to all who desired to enter.

The great wants of the system are stated to be increased State appropriations and the improvement of teachers. In regard to the latter, the report speaks of the two modes of preparing teachers that had been partially tried, viz., that by means of the County Academies and that by means of the Colleges. Both classes of institutions had been aided by the State with a view of securing from them in return a supply of well-qualified teachers for the common schools, but as stated the result had been unsatisfactory. In consequence, strong ground was taken in favor of the immediate establishment of two Teachers' Seminaries, with provision for the establishment of three or four more in different parts of the State, as needed. Such schools, it was held, should devote themselves mainly to teaching the "art of instruction;" "knowledge in the other arts and sciences should only be imparted as incidental and secondary." "Model schools" would enable the "scholar teachers" to learn how to teach others.

The report reckons among the benefits of the free school law the following: the profession of teaching has been much elevated, the compensation of teachers is increasing, inquiry for the best school books has become more general, the odious distinction in school between the children of the rich and the poor has passed away, schoolhouses have improved one hundred per cent. within three years, and the number of children attending school has fully doubled.

The school law of 1836 is thus commended: "This State has been most fortunate in the provisions of the school law of 1836. All the ingenuity of the human mind, unaided by actual experience, could hardly have formed an act better adapted to commence and foster the system. It has stood the test of trial, and is found only to require a modification of its details so as to adapt it more completely to our peculiar circumstances, and to the rapid advance we have made in popular education."

In a concluding paragraph, the Superintendent indulged in a word of just pride with reference to the results of his work:

The undersigned has now fulfilled a duty of no ordinary magnitude. From a small incident to the office he has the honor to hold, the common school department of its business has grown up so as to occupy more than one half of his time and nearly all his thoughts. It was a mere experiment—it is now a settled system. The great design of her public works is now largely and rapidly developing the unbounded physical resources of Pennsylvania. The mighty agency of the Free School will, if properly cherished and directed, bring out into employment the much more incalculable and precious treasures of her mind. Like the same system, that of education only needs a continuation of the fostering care which heretofore sustained and strengthened its usefulness. If this be extended, Pennsylvania will, in a very few years, be less celebrated for her canals and railroads, than for her schools and her Colleges.

With his own report, the Superintendent transmitted to the Legislature the report of Rev. Calvin E. Stowe, of Ohio, containing his observations on the schools of several countries in Europe. In accordance with the recommendation that accompanied the report, this valuable document was reprinted by order of the Legislature, and in connection with the home report, largely circulated in pamphlet form.

The Legislature of 1837-8, added the sum of \$108,919 to the regular appropriation of \$200,000, making the whole amount appropriated to common schools for that year \$308,919, and provided that such a sum should be appropriated annually thereafter as would make the amount equal to one dollar for each taxable citizen

in the Commonwealth. With this liberal enactment were passed several sections forming a Supplement to the law of 1836, amending that law in a few particulars calculated to perfect its practical working. Improvements were made in the method of collecting the school tax, a provision was inserted for vacating the seats of negligent directors and filling them with men who would attend to the duties of the place, it was enacted that an accepting district could discontinue the system at any triennial meeting by a clear majority of the votes actually polled instead of by the votes of a majority of the whole number of taxable citizens, and free schools in accepting districts maintained by religious societies were henceforth allowed to receive a proper proportion of the school money only on condition that the directors were satisfied that they were not "injurious" to the common schools of the district. This Legislature was not only remarkable for the support it gave to the common schools, but for the aid it extended to Colleges and Academies. A bill specially favored in the House by William H. Dillingham, of Chester, and Thaddeus Stevens, of Adams, was passed making a liberal annual appropriation for ten years to the incorporated Colleges and Academies of the State which were able to comply with certain easy conditions.

Soon after its passage, the Superintendent of Common Schools issued the Supplement of 1838 in pamphlet form with appropriate explanatory remarks. He also published a pamphlet entitled "Regulations for Common School Districts." It consisted of two parts: "General District Regulations," and "Internal Regulations of the Schools." This was a most timely and an exceedingly useful publication, covering, with detailed explanations and instructions, the entire field of the duties of school directors. "The Internal Regulations of the Schools" were very full, embracing, among other things, rules under the heads of Discipline, Punishments, School Hours, Classes, Books, Studies, Order of Exercises, Seats, Sweeping School Room, Making Fires, Monitors. The intention was that boards of directors should formally adopt them, and then have them published and suspended in a conspicuous part of the school-room. Many pursued this course.

At the election in 1838, Governor Ritner was defeated by David R. Porter. Superintendent Burrowes found time, notwithstanding the heat of the political contest in which he was prominently engaged as chairman of the State Committee of his party, before sur-

rendering his office, to prepare and submit to the Legislature, with explanatory remarks, two bills, one "To Consolidate and Amend the Several Acts relative to Common Schools," and the other entitled, "An Act to provide for the Establishment of Institutions for the Preparation of Common School Teachers." The first was a bill of sixty-eight sections, based mainly upon the law of 1836, but arranged in logical order by subjects, and expressed in clear and concise language. All the provisions of existing acts relating to common schools were covered by this bill, and it included a number of additions and amendments. The most noteworthy of the new sections were those which provided for the establishment of secondary or graded schools in country districts, and for the teaching of branches in the primary schools as follows: "Reading, Writing and Arithmetic thoroughly, and the rudiments of Grammar, Geography, History, Drawing and Vocal Music." The second bill consisted of only three sections, and simply provided for the appointment of a commissioner for one year to investigate the want of well-trained professional teachers, and the best means of supplying them, such commissioner to present a report to the Legislature accompanied by a bill.

Neither of these bills appears to have been acted upon in the Legislature, but they were published, and served to educate public sentiment and to direct future legislation.

CHAPTER XVIII.

SAILING IN QUIET WATERS.

FROM 1838 TO 1852. GOVERNORS: PORTER, SHUNK, JOHNSTON. SUPERINTENDENTS: SHUNK, PARSONS, M'CLURE, MILLER, HAINES, RUSSELL.

THE day of agitation and debate has passed. A well-organized public school system is a fixed fact in Pennsylvania. The army that fought the fight for free schools and stood guard over their infancy has disbanded, and quiet reigns on fields where a short time ago foemen were wont to engage in furious battle.

From 1839 to 1852, three Governors sat in the Executive Chair: David R. Porter, Francis R. Shunk, and William F. Johnston. All of them in their annual messages expressed an interest in public education, but neither gave the question of schools much prominence, or assumed the advocacy of any particular measure for their improvement. What they had to say never extended beyond two or three short paragraphs, and was frequently limited to a single one. Porter thought the principal defect in the system was the want of competent teachers and the need of better school books; and in his second message recommended the Legislature to consider "whether a regard for the public interest does not require the separation of the duties of the Superintendent of Common Schools from those of the Secretary of the Commonwealth." Shunk had been Superintendent of Common Schools under Porter, but as Governor he did not make a single recommendation concerning education. In one of his messages he stated that he had visited the public schools in Philadelphia, and was much pleased with their management. Johnston, in 1849, expressed his "unfeigned pleasure" that the common school system had at length been adopted throughout the whole State. He would increase its funds and provide better teachers, and thought "the establishment of Normal Schools in the different counties worthy of the consideration of the Legislature."

The Superintendents of Common Schools from 1838 to 1852 were Francis R. Shunk, Anson V. Parsons, Charles McClure, Jesse Miller, Townsend Haines, and Alexander L. Russell. All of these

gentlemen were distinguished lawyers and politicians. Their interest in education or their knowledge of school administration were not taken into account in their appointment. The law by which they were made to discharge the duties of Superintendent of Common Schools did not require them to go out into the field to visit schools, to instruct teachers, to enlighten public sentiment, or to lead the educational forces of the State in the fight against ignorance, and they undertook little work of this kind. In the office, at Harrisburg, they answered inquiries, gave advice, made decisions on points of law, issued warrants for the State appropriation, received reports from the districts, and made annual reports to the Legislature; but beyond the discharge of these and other like duties incident to the place, the system was simply let alone to accomplish what it could by its own unaided strength. The decisions made during this period on questions of school law, and of school law in relation to the general civil code, are mostly broad and well-considered, doing much then and since to establish the public schools on a firm basis. Perhaps it was best that the foundations of the system should be thus strongly and soundly laid, even at the expense of that professional ability and enthusiasm which were to come to the front at a later day.

Francis R. Shunk was appointed Secretary of the Commonwealth and Superintendent of Common Schools by Governor Porter. He was born in Montgomery county in 1788. His grandfather was one of the thousands of Germans who, unable to live at peace in their native land, sought early in the eighteenth century a resting place in Pennsylvania. His parents were in moderate circumstances, but he found means, mostly between hours of labor, to acquire sufficient knowledge to enable him to teach at the age of fifteen a country school. He continued to teach in the winter and work on a farm in the summer for about ten years, when he was appointed a clerk in the Surveyor General's office at Harrisburg. There he studied law, served as clerk of the House of Representatives and clerk of the Board of Canal Commissioners and, in 1839, became Superintendent of Common Schools. His administration was eminently conservative, firm in holding fast that which had proven good, but averse to all doubtful experiments or novelties in legislation.

Superintendent Shunk made four annual reports. The first is brief, and contains little beyond a statement of the statistics of the system for the preceding year. It opens with the judicious remark that the

"Superintendent having lately entered upon the duties of the office. is not prepared to submit commentaries upon or alterations or improvements of the system. To do this with effect, experience and practical observation are required."

The second report is a document of more than the usual length and of marked ability. By way of introduction, it speaks of the attention given of late to popular education in European countries and in sister States, and presents an admirable summary of the school legislation of Pennsylvania since 1834. Then follow the details of the operation of the system for the past year. This formal part of his report disposed of, the Superintendent proceeds to point out the obstacles which at that time retarded the progress of the system, and to suggest means for their removal. The most prominent obstacle named is the want of a sufficient number of well-qualified teachers. The Superintendent considers twenty dollars a month for male teachers, and twelve dollars a month for female teachers, about the salaries then paid, entirely inadequate to command the services of the kind of teachers that ought to be employed in the schools. With the view of enlightening public opinion on the subject and thus securing more and better qualified teachers, he states that he had addressed a circular to each board of school directors in the State, recommending them to hold public meetings and endeavor to induce the people to consider the wants of the system and make an effort to supply them.

Something of the schoolmaster as well as of the statesman appears in the following paragraphs :

It is also hoped that some competent individual, abounding in practical knowledge upon the subject, will prepare and publish a manual for the teachers of our primary schools, in which the best means, which experience in this and other countries furnishes, for imparting instruction in the branches taught in these schools, will be systematized. If all that is known upon this interesting subject were thus embodied by a master hand, the work would be of incalculable value. There are many men who possess the adequate knowledge for teachers who are defective in the art of communicating it. These would be greatly benefited by the wisdom and experience of the best teachers of the age.

Connected with the art of teaching scholars is that of governing a school; this, like that of governing communities, is a science, the principles of which, if properly arranged by the light of experience and philosophy, would add an inestimable item to the knowledge of our teachers. The barbarous system of governing the mind by the infliction of stripes upon the body, like the penal code of other times, soon be ameliorated by a correct illustration of this science; and the schoolroom, under a proper system of government

adapted to this enlightened age, would be the delight, instead of being, as it now too often is, the terror of our children.

Normal Schools or Teachers' Seminaries are earnestly recommended as the best means of supplying the primary schools with a sufficient number of well-qualified teachers. On this subject it is urged:

That the work be commenced by dividing the State into a convenient number of Normal School districts, not more than five, and authorizing the appointment of three school commissioners in each of the districts, with power to collect information upon the subject of organizing, governing and conducting Teachers' Seminaries, the branches to be taught, the mode of instruction, the expenses, &c. That they meet on a certain day, and, in conjunction with the Superintendent of Common Schools, examine and deliberate upon all the information obtained, and adopt a plan for the establishment of Normal Schools in the several districts, at such time and in such manner as may be directed by law. It would be prudent to make provision for erecting one of these institutions at an early period, in the central district, for the purpose of testing the utility and practicability of the plan.

As a valuable means of diffusing knowledge, the report advocates the establishment of common school libraries after the manner of New York and Massachusetts. It says:

Among the most prominent advances to be made, is the establishment of common school libraries in every school district. This cheap, simple and efficient method of placing within the reach of the whole people a body of valuable knowledge, is one of the comprehensive purposes of modern society. A common school library should embrace works upon every department of science and literature, and should be particularly illustrative of the history of our own country, of its institutions, and of the manners and customs of the people.

Shunk's third and fourth reports contain no new recommendations of moment. A paragraph in the third, however, exposes a neglect no less detrimental to the interests of public schools now than then:

The inhabitants of a school district are associated together and bound by the tenderest ties to secure to all their children those advantages of education which every parent is so solicitous to provide for his own children. The election of directors and the powers conferred upon them, do not lessen the responsibility of the citizen, and should not diminish that anxious, superintending, personal care which springs from the love of offspring and the desire to promote their happiness and welfare. If this care abounded more in the several districts, the duties of directors would be made pleasant, and their power to do good by advancing the cause of education would be greatly multiplied.

The fourth closes with a strong argument in behalf of public education. A single sentence may be quoted:

Let riches, and talents, and honors, and distinctions, be variously and unequally distributed, because it is not necessary that the distribution should be equal; but education, that moral and intellectual teaching which all men require to qualify them for the enjoyment of life, and for the proper performance of its duties, should, in every well-constituted government, be essentially free and equal; not only because all have an unquestionable right to the benefits it confers, but because none can fully enjoy, unless *all* are made partakers of its blessings.

Anson V. Parsons was born in Massachusetts, studied law at Litchfield, Connecticut, came at once upon his admission to the bar to Pennsylvania, stopped a short time at Lancaster, settled at Williamsport, was appointed by Governor Porter President Judge of the Dauphin, Lebanon, and Schuylkill district in 1840, and in 1842 became Secretary of the Commonwealth and Superintendent of Common Schools. He held the office only long enough to make a single report on the subject of education, that for the school year 1842. This report is one of the most scholarly of the whole series of reports that have emanated from the School Department, but in some of its recommendations it is more theoretical than practical.

The age at which children were then admitted into school was four years; the report recommends a change in this respect to five or six years.

At the session of 1842, a law was passed by the Legislature, applicable to the county of Delaware and the borough of Chambersburg, reducing the amount of tax school directors were authorized to levy on property, without the consent of the taxable inhabitants of the district, from treble to double the sum received from the State appropriation; but in lieu of this reduction, power was given to directors to assess a tax upon each pupil that shall attend a public school in the district, any sum not exceeding one dollar per quarter, at the discretion of the directors, to be paid by the parent, guardian, master, or other person having charge of the child, in proportion to his ability to pay; such taxes to be collected by the regular tax collectors, with the same powers as in the case of other taxes. In accordance with his New England training, and with the practice which he asserts prevailed in some of the States of that section of the country for more than fifty years, of supporting the common schools by "a tax upon the person as well as upon property," Superintendent Parsons strongly recommends that this pupil-assessment, "rate-bill" law be made general. In a lengthy argument, he supports his position by statements like these: "By

the passage of a general law into which are incorporated these principles, it is believed many advantages to the cause of education would be gained; and when properly considered, such a law would prove very acceptable to the Commonwealth." "The adoption of such a system would relieve the affluent from some portion of the burden of taxation, and to those in more moderate circumstances in life, an opportunity would be afforded for contributing, to the extent of their ability, towards the education of their own offspring." "Such a provision engrafted in the law would be eminently calculated to give life and action to our school system—that schools would be supported for a much greater length of time in nearly all the districts throughout the State, that more children would be educated, and all obtain a more thorough and extended knowledge of the branches studied." Happily, this step to a worse than the old "pauper system" was not taken, and the local laws sanctioning it were soon repealed.

Superintendent Parsons favored the establishment of Normal Schools, but thought the expense attending it would prove a formidable obstacle. As a substitute, he recommends "such an alteration in the school law as will enable every city, borough, town, and, if possible, school district, to establish HIGH SCHOOLS, upon the principle now adopted and successfully carried into effect in the city and county of Philadelphia." He instances Carlisle and Hollidaysburg as having such schools in operation, and declares that, "If every county town, borough, and densely populated township, and even those sparsely populated, would have their schools organized upon this system, within a very few years they could educate good teachers enough to supply every school district in the State." He advises an appropriation to aid talented young persons of moderate means who may be willing to enter these high schools for the purpose of fitting themselves for teachers.

The report takes strong ground in favor of a uniform course of study and text-books throughout the State, and states that "On the fourth of October last, a circular was issued to the board of school directors in each accepting district in the Commonwealth, giving the reasons for the recommendation, and a list of such books as it was believed should be introduced into the schools sharing the bounty of the State." This daring step, which if taken by a State Superintendent at the present day, might subject him to fine and imprisonment, seems to have attracted little attention. The princi-

pal books recommended were as follows: Readers for beginners, *Cobb's Spelling Book and Readers*; Readers for advanced classes, *the Bible, and especially the New Testament*; *Frost's History of the United States*, and *American Speaker*, and *Mitchell's Geographical Reader*; Arithmetics, *Keith's Arithmetic*; Geographies, *Mitchell's Series*; Grammar, *Frost's Composition*; Dictionaries, *Cobb's Abridged Walker*.

In response to a movement in the Legislature, which then threatened the repeal of the law making appropriations to common schools, the Superintendent concludes his report with a long and weighty argument to show that Pennsylvania, whatever may be her financial embarrassments, has money enough to educate her children, and that she is bound to do it by the strongest obligations which can influence those who love their country, or have regard for the welfare of their fellow-men.

Charles McClure was born on a farm near Carlisle, graduated at Dickinson College, studied law, and previous to his entering upon the duties of his appointment as Secretary of the Commonwealth and Superintendent of Common Schools, at Harrisburg, had served a term in the Congress of the United States.

Superintendent McClure made two reports. In these, he favors more uniformity in school books, an enlargement of the course of study in the public schools, greater regularity of attendance at school on the part of the pupils, the establishment of district libraries, the founding of Normal Schools, and the employment of a greater proportion of female teachers. He thinks it would be well to make arrangements with the publisher of the "Common School Journal," Prof. John S. Hart, of Philadelphia, Principal of the Central High School, to insert such matter emanating from the School Department as might be useful for the information of school directors, and send a copy to each board at the expense of the State; and to call "a State Convention of school directors, teachers, and friends of education generally," to consider the question of the propriety of a uniform series of school books, and other matters appertaining to the improvement of the system and the good of the schools. While holding that changes in the school law should be made with great caution, the following are proposed as of pressing necessity: the selection of teachers by the district school board, and not by the primary committees of sub-districts, as authorized by the Act of 1836; the separation of the offices of Secretary of the Common-

wealth and Superintendent of Common Schools, and the revision of the laws relating to public schools and their consolidation into one uniform and methodical Act.

The schools of Philadelphia are thus complimented:

By a steady perseverance in improvement, removing what was found injurious, and supplying what experience proved to be defective, the people of Philadelphia have succeeded in bringing their schools to a very rare degree of perfection. The liberality with which they are supported on the part of the citizens, and the judicious economy exercised by those intrusted with their supervision, are in the highest degree creditable to all concerned. It is impossible to commend too highly the manner of conducting the details of the system. On a recent visit to the schools of the city, the Superintendent was exceedingly gratified with the zeal and ability of the teachers, their admirable methods of instruction and discipline, together with the rapid progress of the pupils. These schools are exerting a very salutary influence on those of the State generally.

There were still two hundred and thirty-three districts in the State that, under the privilege given by the law of either voting for or against free schools, refused to put the system in operation. To these the following appeal is made:

But the strongest inducement these districts can have for accepting the school law, is the large amount of appropriation they might draw from the State. The money appropriated every year has been reserved for them in the State Treasury. A district which adopts the system this Spring, for the first time, would receive a very large sum, as may be seen by the table at the end of this report. True, the whole of this may not be paid to them at once, but a large portion of it will, and the remainder before long; with this they could provide excellent schoolhouses, and keep the schools in operation for a long time to come. And it is to be remembered that to draw this money they comply with the conditions of the law. Other districts have drawn their portion already. These may draw theirs now. Though if they continue to reject the system much longer, they cannot be certain that the appropriation will be reserved for them.

The Superintendent sees cause for congratulation in the condition of the system, and thus summarizes its beneficial results:

The system, ever since its establishment, has been steadily gaining in the good wishes of the people. The number of children brought into the schools is every year increasing. There has been an entire change in the style of building schoolhouses. The people generally manifest a greater interest in the affairs of the school. The choice of suitable books is exciting discussion and research. There is a disposition to prosecute study more extensively and thoroughly than formerly. Greater care is observable in the selection of teachers. Their moral as well as literary qualifications attract a degree of attention before unknown. Teachers are generally improving as a class. They are seeking out and introducing better methods of instruction and school government. The examinations they undergo, and their strict accountability

to the boards of directors, have a tendency to exclude the worthless and inspire the deserving with greater respect for their office.

Appended to one of Superintendent McClure's reports there is a lengthy letter from Prof. Lemuel Stephens, of Philadelphia, dated Berlin, April, 10, 1843, and giving an account of the German schools, and especially of Teachers' Seminaries in Germany. It was written in answer to a request from Superintendent Shunk.

Jesse Miller was a Perry county man. He was mainly self-taught; and starting out as a teacher, he became in succession Sheriff of his county, a member of the Legislature, a member of Congress, a member of the State Board of Canal Commissioners, an Auditor of the Treasury Department at Washington, and finally Secretary of the Commonwealth and Superintendent of Common Schools.

In the three reports of Superintendent Miller, he reiterates the recommendations of some of his predecessors in regard to changing the age at which children were admitted into school from four to five or six years; to vesting the entire power of selecting teachers in boards of school directors; to encouraging the publication of an educational periodical that could be made a medium for communicating the current decisions of the Department and other information to school directors and teachers, and to taking away the privilege then allowed a district of rejecting the system after it had once accepted it. He also recommends that all property taxable for State and county purposes be made taxable for school purposes, which was not then the case; and though not the first State Superintendent to favor the appointment of an officer in each county to examine teachers, visit schools, and take charge of the general interests of education, he was the first of these officers to see clearly the full advantages of the office of County Superintendent of Schools, and up to his time the boldest in advocating its establishment. On this subject he says:

Among the many suggestions that have been made for improving the condition of our schools, and elevating the grade of our teachers, no one has occurred to me so feasible as that of having County Superintendents, whose duty it should be, among other things, to meet the school directors in their several districts, to aid them in the examination of teachers, and to counsel and advise with them in regard to the organization and general management of the schools. Should this proposition meet with favorable consideration, the directors ought to be required to meet, at periods of which public notice should be given, for the examination of teachers, at which meetings the County Superintendent should be present and be *ex officio* president of the board for the time being. The examinations should be made publicly, and

the County Superintendent be required to sign all certificates of competency, directed to be issued by the board. This course of proceeding, it is believed, would give to the examinations a dignity and importance they do not now generally possess, and cause those who may wish to be examined to make some suitable preparation for the occasion. It is also thought that the rivalry and ambition which would naturally be excited by competition in examining teachers before a board organized on the plan recommended, cannot fail to be productive of the most salutary influence to the cause of education, in many respects. It is not proposed to interfere with any of the rights or powers which the directors now have, or to disturb any of the popular features of the system, the duties of the County Superintendent being merely advisory. He might, however, be allowed a casting vote in case of a tie among the directors. The advantages of an intelligent local superintendent, mingling with the directors and the people, visiting the schools and communicating with the State Superintendent, cannot, in my judgment, be readily over-estimated.

Superintendent Miller's reports breathe all through them the spirit of an earnest friend of free schools, and his strong arguments in their behalf must have had a beneficial effect upon the Legislature, and done much to enlighten the people concerning the value of universal education, and their duty in respect to the system that was established to secure it.

Chester county was the birth-place and home of Townsend Haines, who filled the office of Secretary of the Commonwealth and Superintendent of Common Schools during a part of the term of Governor Johnston. He was a prominent lawyer, and after filling the position named at Harrisburg, and an important post at Washington, was elected President Judge of the Courts in his native county.

As Superintendent of Common Schools, Mr. Haines made two reports. In the first of these, he pronounces the short time the schools are open, less than five months, "an evil of no trifling character;" and the low salaries paid teachers, averaging males \$17.37 per month, and females \$10.25, a sure sign that "a system for the support of education which relies on salaries so inadequate to the object, is not only defective, but cannot continue." He mentions the strife that almost everywhere existed between the directors of the districts and the committees of the sub-districts into which they were divided, and suggests as the best remedy for it the entire abolition of the former, leaving as the unit of the system a single school, with the adjoining territory from which it drew its patronage. While these evils embarrassed the system, there were others which in the mind of the Superintendent threatened its very life, viz., "want of

funds," and the "apathy of the people." To overcome the first of these, he recommends the passage of a law increasing local taxation for school purposes; and as a means of removing the second, he thinks no more efficient agent could be found than "periodical conventions of teachers in the different counties."

Superintendent Haines' second report begins with a fearless exposition of the defects of the system, and the dereliction of the officials who administered it. After discussing these evils in detail, they are formally named as follows:

1. The imperfect state of the reports to the School Department, which prevents a fair statement being made to the Legislature.
2. Frauds on the Department, by which the State appropriation is drawn without the necessary tax being collected.
3. Incapacity of teachers.
4. An improper selection of books.
5. The want of a direct and intelligible communication between the directors and the Superintendent.
6. A want of funds.

The remedies proposed are County Superintendents of Schools, and Normal Schools with connected "Central High Schools." The advantages to be derived from such agencies are set forth fully and strongly. In order to raise the money necessary to establish and maintain the proposed additions to the system, the somewhat novel method is recommended of a tax on lineal inheritance.

Alexander L. Russell, of Bedford county, was Deputy Secretary of the Commonwealth under Townsend Haines, and when the latter retired, became his successor as Secretary of the Commonwealth and Superintendent of Common Schools. Mr. Russell is a graduate of Washington College, and a lawyer by profession. During the civil war, he was Adjutant General of the State, and he is now, 1883, serving the United States in a diplomatic position in South America.

In the two reports which he submitted to the Legislature, Superintendent Russell points out defects in the school system similar to those named by his predecessor. As an effective means of removing them, he recommends "the appointment of a Superintendent in each Congressional district, for a term of years, with an adequate salary." The appointment of such Superintendent he suggests should be made by some competent authority within the district, and the appointee should be a man "whose known zeal in the cause of popular education, whose sound moral character, general intelligence,

energy, and activity, would designate him as a proper person to discharge the trust." He adds:

The duties of the Superintendent would consist in the establishment and supervision of a teachers' Seminary for thorough instruction in the common school branches alone, and in the science and art of imparting instruction to others. A model school might be attached to each Seminary, and such students of the Seminary as might be approved as teachers in the model school, should be charged no tuition fee, while others might be required to pay a small amount quarterly. The Superintendent might exercise a general supervision over the schools of his district, deliver public lectures on subjects connected with common school studies, teaching, etc., advise with committees, assist in the examination of teachers, receive and properly distribute the school fund throughout his district, select and distribute the most approved books for the schools, determine or report disputes to the State Superintendent, take care that the school tax is properly assessed and collected, and prevent frauds upon the State in the disbursement of the school fund. He could also receive the reports of his district, and make a condensed semi-annual report to the School Department, with which he could also maintain a direct correspondence on all methods of interest or difficulty in his district. The locality of the Seminary might be changed every year, or oftener, by removal to such parts of the district whereof the citizens, by furnishing suitable rooms for its accommodation, or by other inducements, might indicate their appreciation of its benefits and importance.

The Superintendent further proposed as means of improving the system, a simple and less expensive mode of collecting the school tax, a reduction in the number of directors from six to three, and the extension of the right of eminent domain to school boards for the purpose of obtaining eligible sites upon which to locate schoolhouses. But the project most fully elaborated in his reports, was the establishment of a great State Agricultural School. His plan provided for a farm of a thousand acres, with necessary buildings and accommodations for five hundred students, three hundred of whom were to be selected equitably from the different counties and educated at the State's expense. Full details are given with reference to a Governing Board, Faculty, land, books, and income and expenditures. The main purpose of the proposed institution was the benefit of the agricultural interests of the State, but the report asserts that "such an institution might also furnish much of the *teaching* material that, in other States, is provided at public expense in the maintenance of Normal Schools, by making it one of the conditions on which each of the three hundred State scholars is received into the institution, that after the completion of his full term therein, a certain period shall be devoted to the State in the capacity of a teacher in her common schools."

Some of Superintendent Russell's ideas were subsequently incorporated into the laws establishing the County Superintendency and Normal Schools.

What has now been said concerning the reports of the different State Superintendents who held office from 1838 to 1852, will serve to mark the general outline of the drift of educational affairs, and to make known the spirit of the times on the question of public schools. What was done in the Legislature during this period to improve the system is soon told. Of special enactments concerning schools, districts, taxes, schoolhouses, directors, etc., there were hundreds; but few of them can be accounted as of much permanent value to the system.

In 1840, school directors were authorized, either of themselves or with the aid of some competent person employed by them, to examine all teachers applying for schools and to give them certificates of competency; and the school year was made to begin on the first Monday in June instead of the first day of January. By a special act the number of school directors in each district in Susquehanna county was reduced to three.

In 1843, a law was passed providing for district supervision of schools as follows:

That the board of directors of any city, ward or borough composing an accepting common school district shall if they deem it expedient and conducive to the advantage of such district, annually appoint an inspector of the common schools thereof, who shall devote his time and attention to the visitation, inspection and care of said schools, and the performance of such other duties connected therewith as shall be assigned him by said board in their regulations, for which service he shall receive such compensation as the proper board shall determine at the commencement of each school year.

With a slight addition, this law was incorporated into the Act of 1849, and extended to all accepting districts. Carried into effect by but few districts, it remained on the statute-book until superseded by county supervision in 1854.

Under the pressure of the financial depression then prevailing, the Legislature of 1843 cut down the appropriation to common schools from one dollar to each taxable, or about \$350,000, where it had stood since 1838, to \$250,000, and, at the same time, reduced the appropriations to Colleges, Academies and Female Seminaries by one-half for the ensuing year, and provided for discontinuing them altogether thereafter by repealing the act by which they were granted. These institutions received aid under the Act of 1838, as

follows: in 1838, \$7,990.00; in 1839, \$38,993.70; in 1840, \$37,422.74; in 1841, \$47,656.91; in 1842, \$36,421.89, and in 1843, \$48,298.31. The State's bounty was being extended in 1843, when the law granting it was repealed, to nine Colleges, including the University of Pennsylvania, sixty-four Academies, and thirty-seven Female Seminaries. They were at the time attended by about six thousand students, of whom thirty in the Colleges and three hundred and thirteen in the Academies and Female Seminaries were reported as preparing themselves to teach in the common schools.

A provision in the law making appropriations for the general expenses of the Government, in 1848, repealed all laws concerning non-accepting school districts, and made the common school system general throughout the State in these words: "That the common school system, from and after the passage of this Act, shall be deemed, held and taken to be adopted by the several school districts in this Commonwealth, and that the school directors of districts from which the undrawn appropriations were taken, in 1844, shall levy and assess a tax to enable them to receive the State appropriation, and be entitled to a deduction of twenty-five per cent. of all moneys paid into the county treasury for State purposes for two years." At the time of the passage of this Act, there were in the State nearly two hundred non-accepting districts, or districts that had refused to put schools in operation under the system. Many of these districts had been opposed to free schools from the first, and neither the arguments of the friends of popular education, nor the pecuniary inducements held out by the State, had brought about a change in the opinions of the people. A number of them had given the system a short trial, and, then, for some reason, rejected it; and a few had voted it up and down several times with unaccountable capriciousness. The effect of the law making the system general, was, in the course of two or three years, to induce about one hundred non-accepting districts to discontinue their opposition to the system, and to open schools under its provisions. Others later on, one by one, followed their example; but an inquiry made in 1868 revealed the astonishing fact that there were still twenty-three districts in the State, with about six thousand children, that had no common schools in operation. The measures taken at that time by the State Superintendent finally overcame all difficulties, and the benefits of the free school system were at last extended to every child in the State. The following were the non-accepting districts in the several counties in 1845:

Adams, Germany, Latimore, Reading, Tyrone and Union; *Beaver*, New Brighton; *Bedford*, Londonderry, Napier, St. Clair, Southampton and Union; *Berks*, Albany, Amity, Alsace, Bern, Upper Bern, Bethel, Brecknock, Colebrookdale, Cumru, District, Douglass, Earl, Exeter, Greenwich, Hereford, Heidelberg, Longswamp, Maiden Creek, Maxatawney, Oley, Pike, Richmond, Rockland, Tulpehocken, Washington and Windsor; *Bucks*, Bedminster, Buckingham, Durham, Haycock, Milford, New Britain, Northampton, Richland, Rockhill, Southampton, Springfield, Warminster, Warrington and Warwick; *Cambria*, Richland; *Centre*, Gregg and Haines; *Chester*, East Bradford, North Coventry, Kennett, Westtown, West Vincent; *Clarion*, Beaver, Cláron borough, Paint, Pinegrove and Redbank; *Clearfield*, Ferguson; *Clinton*, Crawford, Greene and Logan; *Columbia*, Mifflin and Valley; *Dauphin*, Lykens and Rush; *Delaware*, Tinicum; *Franklin*, Warren; *Greene*, Cumberland, Dunkard, Franklin, Greene, Jefferson, Marion, Monongahela, Morgan, Perry, Washington and Whitely; *Huntingdon*, Shirley; *Indiana*, Armstrong; *Lancaster*, Brecknock, East Cocalico, West Cocalico, West Earl, Elizabeth, East Lampeter, Warwick, Manheim and Upper Leacock; *Lebanon*, Annville, Bethel, Jackson, North Lebanon township, South Lebanon township; *Lehigh*, Heidelberg, Lowhill, Lynn, Lower Macungie, Upper Saucon and Weisenberg; *Luzerne*, Blakely, Butler, Kingston, Nescopeck, Newton, Plymouth, Sugar-loaf, Wilkesbarre borough and Wilkesbarre township; *Lycoming*, Limestone, Moreland, Nippenose, and Williamsport; *McKean*, Eldred; *Monroe*, Penn, Forest and Price; *Montgomery*, Douglass, Franconia, Fráderick, Hatfield, Horsham, Limerick, Moreland, New Hanover, Perkiomen, Pottsgrove, Upper Providence, Lower Salford, Upper Salford, Springfield, Towamencing, Upper Dublin, Upper Hanover, Whitpain and Worcester; *Northumberland*, South Coal, Jackson, Little Mahanoy, Lower Mahanoy and Upper Mahanoy; *Perry*, Madison; *Potter*, Homer, Oswego and Pike; *Schuylkill*, Barry, East Brunswick, West Brunswick, Lower Mahantongo, Upper Mahantongo, Manheim, Pinegrove township, Rush, Union, Wayne and West Penn; *Somerset*, Brothers' Valley, Conemaugh, Paint and Summit; *Susquehanna*, Auburn; *Tioga*, Horacetown; *Union*, Beaver, Chapman, Middle Creek, Perry and Union; *Venango*, Sugar Creek; *Warren*, Spring Creek; *Washington*, Chartiers; *Wayne*, Berlin, Buckingham and Palmyra; *Westmoreland*, Mount Pleasant township; *Wyoming*, Exeter; *York*, Codorus, North Codorus, Conewago, Dover, Franklin, Heidelberg, Manchester, West Manchester, Manheim, Paradise, Springfield, Spring Garden, Washington, Upper Windsor and York township.

An Act approved on the seventh day of April, 1849, repeated the enactment of the preceding year making the free school system general, and collected in one body the laws then in force on the subject, and re-arranged and greatly simplified them. Little new matter of importance was introduced into the Act, but the age at which children could be admitted into school was changed from four to five years; teachers were henceforth prohibited from teaching without a certificate enumerating the branches they had been found capable of teaching, signed by a majority of the board of

directors before whom they had been examined, such certificate to be renewed annually; directors were given additional power in regard to sub-districts, and the minimum school term was lengthened from three to four months. The increase in the length of time the schools were required to be open, created so much opposition that, in 1851, this part of the law was repealed.

The law of 1849, while it marked the beginning of no new movement in educational affairs, was a step in advance. It became the basis of the law of 1854, which followed in the main the arrangement of the older law. Without doubt it was prepared in the School Department under the direction of the Superintendent, Townsend Haines. The bill was introduced into the House by Henry S. Evans, of Chester, Chairman of the Committee on Education; and George V. Lawrence, of Washington county, chairman of the Senate Educational Committee, had charge of it in that body.

A special law was passed, in 1849, authorizing the establishment of a Public High School in the city of Pittsburgh; and, in 1850, one to the same effect for the borough of Easton. These laws, like the law providing for the organization of a High School in Philadelphia, were only necessary because some privilege was wanted not granted by the general law. There never was a time under the common school system when school directors had not power to grade their schools, and consequently to establish one or more schools of a higher grade than the others. This power was not expressly given in the laws of 1834, 1836 or 1849; but it was clearly implied in all of them. The law of 1834 provided that each district should contain "a competent number of common schools for the education of every child within the limits thereof;" it did not determine the extent of the education to be imparted, nor did it fix any limit to the age of the child. In the law of 1836, it was enacted that the school directors in each district shall establish "a sufficient number of common schools for the education of every individual above the age of four years;" and, in the law of 1849, the school age was fixed at between five and twenty-one. It was never possible to carry these laws into effect by confining instruction in the common schools to the mere elements of Reading, Writing, and Arithmetic; and an efficient and economical administration of a system of schools with an extended course of study to the advantages of which all children are admitted makes grading of some kind absolutely necessary. The Act of 1854, as we shall soon see,

expressly provided for graded schools and the study of the higher branches, thus sanctioning by the letter of the law what had always been the spirit of the system.

But while all the earlier laws left their meaning in respect to the grade of school authorized and the branches intended to be taught to be implied, the State Superintendents, all the way from 1834 to 1852, so construed them as to give full sanction to the wishes of school boards wherever they proposed to establish higher grades of schools or to institute higher courses of study. Superintendent Findlay started out with this broad construction. Superintendent Burrowes, in his first reports, while admitting that in the laws then in force there was neither restriction to the branches that might be taught in common schools nor limit to the age of the children who were admissible, took the ground that such a breadth of discretion was a defect and ought to be remedied; but long before his term of office ended we find him advocating Secondary and High Schools and declaring that "our people will not rest satisfied with the mere rudiments of learning. They will reach after the branches next in order, and as they are their own legislators they will assuredly have them." He also stated that such schools were then in operation "in many of the larger towns, as Carlisle, Washington, Lewistown, etc." The conservative Shunk expressed the opinion that when the Pennsylvania system became fully matured, it would embrace "Infant Schools, Primary Schools, Secondary and Superior Schools;" and the liberal Parsons in speaking of the High School of Philadelphia wrote, "The principle of the High School as regulated cannot fail to commend itself to the attention of every American. The youth from all classes of society in that school meet on one common ground, and from the public derive equal advantages. In the first place, merit alone is the passport of the boy for admission into the school, and only his subsequent attainments can secure to him its honors and advantages when the course terminates."

The grading of schools in the cities, towns and villages of the State went on, slowly it is true, during all the earlier years of the system, and High Schools as the natural outgrowth of such a movement were established in some of the most populous places or most progressive localities; and neither of the State Superintendents named, nor McClure, nor Miller, nor Haines, nor Russell, ever had anything but words of commendation to speak of that natural development of the system which seems to have been contemplated and provided for in the beginning.

The following table better than words shows the general condition of the public schools from the beginning in 1834 to the end of the period which we have under consideration :

STATISTICS OF THE PUBLIC SCHOOL SYSTEM FROM 1835 TO 1852.

Year	Whole number of districts	No. of districts accepting	Whole number of schools	Time schools open, months and days	Whole number of teachers	Average salaries of male teachers per month	Average salaries of female teachers per month	Whole number of pupils	State appropriations paid	Tax levied	Expense for school houses	Expense for instruction, fuel and contingencies
1835	907	536	762	3 12	808			32,544	Unknown.			
1836	987	745	3384	4 3	3,374	\$18 34	\$11 96	139,604	\$98,670 54	\$207,105 37	\$111,803 01	\$191,972 90
1837	1001	796	4089	6 3	4,841	18 89 1/2	11 79 1/2	162,355	463,749 55	231,552 36	202,230 52	493,071 39
1838	1033	861	3939	5 18 8	5,034	18 95	11 30	174,733	323,794 92	385,788 00	149,132 23	560,450 60
1839	1050	879	3152	5 5	4,666	19 39 1/2	12 03	181,913	276,826 92	382,527 89	161,384 06	579,162 78
1840	1050	879	3152	5 8	4,666	19 39 1/2	12 03	181,913	264,536 66	395,918 00	161,384 06	580,262 63
1841	1072	902	5179	5 7	6,086	18 91	11 45	227,699	249,400 84	397,952 01	123,004 19	524,348 66
1842	1113	905	6116	5 9	7,494	18 58	11 16	281,083	250,065 00	398,766 40	119,006 74	489,872 58
1843	1139	945	6156	5 14	7,594	17 54	11 06	283,762	272,720 00	419,307 61	92,749 01	484,454 12
1844	1172	939	5993	5 15	7,585	16 88 1/2	10 41	288,402	264,520 00	391,340 68	75,918 94	473,228 36
1845	1189	1012	6690	4 00	8,021	16 47	9 46	327,418	192,813 44	370,744 15	77,173 28	375,782 22
1846	1225	1067	7096	5 1	8,468	16 63 1/2	9 92 1/2	329,805	186,417 86	406,740 42	60,960 67	486,475 74
1847	1249	1105	7320	4 22	8,674	16 73	10 20	331,967	187,269 59	436,727 80	60,401 82	487,101 51
1848	1330	7845	4 24	9,096	17 37	10 65	360,605	193,035 75	501,681 17	96,539 47	505,505 97	
1849	1344	8287	4 26	10,050	17 47	10 32	385,175	182,883 55	583,187 43	146,144 14	562,930 85	
1850	1387	8510	5 1	10,907	17 20	10 15	424,344	186,763 24	768,422 07	253,741 06	609,377 45	
1851	1399	9303	5 2	11,929	18 19	10 91	453,622	193,004 80	914,376 96	276,541 65	786,805 35	
1852	1498	9699	5 00	11,713	18 75	11 46	480,778	190,266 17	982,196 22	293,450 39	823,468 86	

In some of its interests the school system, as appears from the above table, taken from an official report, made marked progress from 1838 to 1852. The number of schools increased from 3,939 in 1838 to 9,699 in 1852; the number of pupils from 174,355 to 480,778; the number of teachers from 5,034 to 11,713; the tax levied from \$385,355 to \$982,196.22, and the aggregate expenditures from \$709,582.92 to \$1,116,919.25. A somewhat rapid material growth was inevitable. As the number of children attending school nearly trebled, it became necessary to establish more schools, employ more teachers, and expend more money. That these demands were met by the school boards and the people is creditable, but it does not prove that public sentiment was becoming more favorable to popular education. Indeed, the statistics given would indicate that in at least some respects it was not. The Legislature appropriated to common schools, in 1838, a sum equal to one dollar for each taxable in the State; in 1852, the appropriation did not reach forty cents for each taxable. The appropriations actually paid were \$323,794.23 in 1838, and in 1852, \$190,266.17. The cause of this great falling off must be looked for either in decreased interest in education, or a want of courage or vigor on the part of the general administration of the system. Weight is added to this

conclusion by the fact that the salaries of teachers had made no advance, and that the average length of time the schools were kept open had been materially shortened. It must be considered, however, that improvement in these respects may have been checked by the absorption of the means and energies of the system in building so many new schoolhouses, and employing such a multitude of new teachers. But the most that can be claimed is that in these years of trial a firm foundation was laid for the system, and a substantial promise given of its future growth.

Let it be remembered that the management of the school system during the early period of which we speak, was almost wholly in the hands of the district school boards. Little help came to them from Harrisburg, and none at all from any other quarter. They built their schoolhouses, examined their teachers, fixed the branches of study to be taught and the books to be used, made rules by which the schools were to be governed, as best they could, with no guide except their own limited experience in such matters. The wonder is that under the circumstances the system made progress in any direction; and that it did so, is greatly owing to the fact that in many of the school boards were to be found active, intelligent men, full of zeal for the success of free schools. It was not uncommon in 1852, and in later years, to meet with men who had served in school boards from the beginning, laboring all these years to establish and maintain schools that would be fit nurseries for the children of the citizens of a republic. The number of these unpretentious benefactors of the system makes it impossible to give their names; but every county, every town, and almost every district was blessed from the first by having in its midst one or more earnest, large-hearted, broad-minded, self-sacrificing school directors whose worth the people recognized by keeping them constantly in their service, as the public guardians of their children's interests. To such as these, the friends of our system of public education owe a debt of gratitude that can never be paid. Without compensation, or other hope of reward except the satisfaction of doing good, they shared its unpopularity, bore the load of obloquy heaped upon it by its enemies, fought its battles, guarded its interests; and in defeat as well as in victory, persevered in their good work, not doubting that in the end their labors would be crowned with success.

CHAPTER XIX.

THE STATE AND HIGHER EDUCATION.

THE FIRST ATTEMPTS TO PROVIDE HIGHER EDUCATION. THE EARLY COLLEGES AND THE STATE AID THEY RECEIVED. GRANTS MADE TO THE EARLY ACADEMIES AND PUBLIC SCHOOLS. LAW OF 1838 IN FAVOR OF HIGHER EDUCATION. ITS GRAND PURPOSE AND ITS GOOD EFFECTS WHILE IN FORCE.

[T is 1852. An educational reform is about to begin that will lift the whole common school structure to a higher level. At this auspicious era, it may be well to pause in our narrative concerning the history of public schools long enough to make a brief record of what the State has done for higher education, and to say something of higher educational institutions. The founder of the Commonwealth meant from the first to establish by public authority within his Province schools in which instruction should be given in the higher as well as the elementary branches. The original Frame of Government made it the duty of the Governor and Council to 'erect and order all public schools.' A public school at that time in England was an institution chartered but not controlled by the Government, endowed, including in its course of study the ancient languages and mathematics, open to all classes, and in most cases admitting the children of the poor gratuitously. Such without doubt was the character of the schools the Governor and Council of Pennsylvania were to "erect and order." He had himself attended such a school at Chigwell. As soon as the affairs of the infant colony were fairly settled, an effort was made to carry into effect the educational policy thus early conceived. In 1689, Penn wrote to Thomas Lloyd, the President of the Council, directing him to establish a Public Grammar School in Philadelphia. Out of this movement grew without doubt the Friends' Public School chartered by Deputy Governor Markham, in 1697, and by Penn himself in 1701, 1708 and 1711. It had all the characteristics of an English Public or Grammar School of the time, no child with proper literary qualifications being excluded, and children who could not afford to pay being admitted free. Provision was made for establishing branch

schools as needed in different parts of the city and county, the intention seeming to be to set up a central school of high grade, and to provide in connection therewith a sufficient number of more elementary schools to accommodate the whole community. It was rather the foundation of a system of schools than of a single school Penn meant to lay, and he evidently had in view the extension of the system to the other counties of the Province. Hence the general character of the preamble to the charter of 1811: "Whereas the prosperity and welfare of any people depend in great measure upon the good education of youth, and their early introduction in the principles of true religion and virtue, and qualifying them to serve their country and themselves by breeding them in reading, writing, and learning of languages and useful arts and sciences, suitable to their sex, age and degree; which cannot be effected in any manner so well as by erecting Public Schools for the purpose aforesaid." The Friends' Public School continues to flourish, and the Penn educational policy, modified by circumstances and during long periods greatly neglected or weakly enforced, continued the controlling influence in legislation concerning schools down to the time of the adoption of the common school system, if in it are not found the seeds of that system itself.

Franklin and his coadjutors, in founding the Academy and Charitable School of the Province of Pennsylvania, in 1749, modeled it in most respects after the school Penn had chartered half a century before. They, too, contemplated a central school or an Academy, with one or more branch schools of lower grade, open to all and free to the children of the poor. The Academy became a College in 1755, and a University in 1779. In addition to the several acts of incorporation, the institution received from the Proprietary family, with its first charter, a contribution of £700, later another of £500, and Thomas Penn, in addition to large contributions in money, £4500, conveyed in fee simple to the trustees for its use a tract of seventy-five hundred acres of land in Bucks county, being a fourth part of the manor of Perkasié. King George the Third, and other English officials, headed a list with liberal subscriptions in behalf of the College in 1762; and at different times the college was allowed the privilege of raising money by lottery, and realized about £6000 in this way.

Beyond what has been stated in respect to the Friends' Public School and the University of Pennsylvania, nothing was done for

higher education by the Provincial authorities. The first direct contribution made by the State in the interest of higher education occurred during the heat of the Revolutionary war. The newly incorporated University of Pennsylvania was then granted the proceeds of divers confiscated estates, estimated to amount in the aggregate to £25,000 or \$66,666.66. In 1807, the University received an appropriation of \$3,000 to establish a botanic garden, and, in 1832, all its real estate was exempted from taxation for fifteen years.

From 1783 to 1836, the following Colleges were incorporated:

Dickinson College, 1783; Franklin College and Charity School, 1787; Jefferson College, 1802; Washington College, 1806; Allegheny College, 1817; Western University of Pennsylvania, 1819; Lafayette College, 1826; Madison College, 1827; Pennsylvania College, 1832; Haverford College, 1832; Bristol College, 1833, Marshall College, 1836, and Haddington College, 1836.

Of these, Dickinson College received, in 1786, £500 and ten thousand acres of land; in 1788, a lot of ground in Carlisle; in 1789, the privilege of raising money by lottery, realizing \$2,000; in 1791, £1,500, and in 1795 \$5,000 on condition that any number of students not exceeding ten should be taught Reading, Writing and Arithmetic gratuitously, no one to be allowed to remain longer than two years. The State loaned the College, in 1803, \$6,000, and, in 1806, \$4,000 more, taking a mortgage on the College lands, in 1814, extended the time for the payment of interest, and, in 1819, forgave the debt both principal and interest, and cancelled the mortgage. In 1821, an act was passed buying back the lands for \$6,000 and adding an appropriation of \$2,000 a year for five years. In 1826, \$3,000 was appropriated annually for seven years.

Franklin College, or as called in the title of the act of incorporation, "the German College and Charity School in the borough and county of Lancaster," received with its charter a grant of ten thousand acres of land in the western part of the state; in 1788, a lot of land and a public storehouse in Lancaster, and, in 1819, additional land to the amount of four hundred and fifty-five acres.

Canonsburg Academy became Jefferson College in 1802. Its grants from the State were, in 1806, \$3,000, on condition that four poor children should be instructed gratuitously; in 1821, \$1,000 a year for five years; in 1826, \$1,000 a year for four years, and, in 1832, \$2,000 a year for four years on condition that six students in indigent circumstances should be educated gratuitously for four

years, and thereafter twenty-four students should be prepared for teachers in the common schools.

Washington Academy, with its grant of five thousand acres of land and \$3,000 in money, was incorporated as Washington College in 1806. The State gave it an appropriation, in 1821, of \$1,000 a year for five years; in 1826, one of \$1,000 a year for four years; in 1831, one of \$500 a year for five years on condition that the College prepare twenty students annually for school teachers, and, in 1834, one of \$2,500 and \$1,000 for three years.

Allegheny College received with its charter, in 1817, \$2,000; in 1821, \$1,000 a year for five years; in 1827, \$1,000 a year for four years, and, in 1834, \$2,000 a year for four years, for which twelve students were to be prepared without charge for school teachers.

A section of the Act incorporating the Western University of Pennsylvania granted to the trustees forty acres of vacant lands belonging to the Commonwealth "bounded by or adjoining the outlots of the town of Allegheny;" but the title proving defective, in 1826, in place of the lands, an appropriation was made of \$2,400 a year for five years. The property of the Pittsburgh Academy also became the property of the University.

Lafayette College was granted, in 1834, \$4,000, and for four years thereafter \$2,000 a year. The money was not to be used to pay the salaries of the professors.

Madison College was erected upon the foundation of Uniontown Academy. With the property thus obtained, it received, in 1828, a grant of \$5,000.

An Act was passed in 1834, granting Pennsylvania College \$3,000 a year for six years, on condition that fifteen young men should be prepared for school teachers.

In 1837, Marshall College was granted \$6,000 and \$3,000 for two years, on condition that twenty students be prepared for teachers of the English language.

Neither Haverford, Haddington, nor Bristol, although chartered among the early Colleges, ever received any appropriation from the State.

The following statement, covering the years from the close of the Revolutionary war to the time the free school system went into operation, shows in a condensed way what was done by the State to establish and endow Academies, or Public Schools, as many of them were then called:

<i>Name.</i>	<i>County.</i>	<i>When Chartered.</i>	<i>Grants.</i>	<i>Conditions.</i>
German town Academy or Public School	Philadelphia . . .	1784	1821, \$2,000.	Ten poor children to be instructed free.
Pittsburgh Academy	Allegheny	1787	1787, five thousand acres of land; 1798, \$5,000.	
Protestant Episcopal Academy	Philadelphia . . .	1787	Ten thousand acres of land.	Ten poor children to be instructed free.
Washington Academy	Washington	1787	1787, five thousand acres of land; 1797, \$3,000.	
Reading Academy	Berks	1788	1788, five thousand acres of land; 1807, \$2,000; 1818, four hundred and forty-eight acres of land; 1832, \$3,000.	The \$3,000 in 1832 given on condition that four poor students be prepared for teachers.
German Lutheran Charity School	Philadelphia . . .	1789		
German Reformed Charity School	Philadelphia . . .	1789		
Public School of Huntingdon County	Huntingdon	1790	1789, five thousand acres of land.	
Academy and Free School of Bucks County, Newtown	Bucks	1790	1798, \$4,000.	Ten poor children to be instructed free.
Union Academy, Easton	Northampton . . .	1794	1805, \$2,000.	
Chambersburg Academy	Franklin	1797	1799, \$2,000.	Five poor children to be instructed free.
York Academy	York	1799	1799, \$2,000.	Seven poor children to be instructed free.
Beaver Academy	Beaver	1800	1800, five hundred acres of land.	
Seminary at Meadville	Crawford	1802	1806, \$1,000.	
Bustleton Academy	Philadelphia . . .	1803	1803, \$5,000 by lottery; 1813, \$5,000.	
Northumberland Academy	Northumberland . .	1804	1804, \$2,000; 1808, \$2,000.	
Norristown Academy	Montgomery	1804	1805, \$2,000.	
Bellefonte Academy	Centre	1805	1805, certain lots; 1806, \$2,000.	Six poor children to be instructed free.
Union Academy, Doylestown	Bucks	1805	1805, aid by lottery; 1807, \$800.	Three poor children to be instructed free.
Greensburg Academy	Beaver	1806	1806, \$600.	
Wilkesbarre Academy	Luzerne	1807	1807, \$2,000.	
Meadville Academy	Crawford	1807	1811, \$1,000; 1832, \$500.	Five poor children to be instructed free.
Uniontown Academy	Fayette	1808	1808, \$2,000.	Four poor children to be instructed free.
Harrisburg Academy	Dauphin	1809	1809, \$1,000; 1814, a lot; 1818, \$1,000; 1832, \$500.	
Greensburg Academy	Westmoreland . . .	1810	1810, \$2,000.	Four poor children to be instructed free.
Somerset Academy	Somerset	1810	1810, \$2,000.	Four poor children to be instructed free.
Gettysburg Academy	Adams	1810	1810, \$2,000.	Four poor children to be instructed free.
Bedford Academy	Bedford	1810	1810, \$2,000; 1812, \$2,000.	Four and afterwards six poor children to be instructed free.
Greene Academy at Carmichaelstown	Greene	1810	1810, \$2,000.	Six poor children to be instructed free.

<i>Name.</i>	<i>County.</i>	<i>When Chartered.</i>	<i>Grants.</i>	<i>Conditions.</i>
Butler Academy	Butler	1810	1810, \$2,000; 1813, a tract of land.	Five poor children to be instructed free.
Chester County Acad., East Whiteland	Chester	1811	1811, \$2,000.	Five poor children to be instructed free.
Mercer Academy	Mercer	1811	1811, \$2,000.	Five poor children to be instructed free.
Williamsport Academy	Lycoming	1811	1811, \$2,000.	Five poor children to be instructed free.
Erie Academy	Erie	1811	1811, five hundred acres of land and fifteen town lots in Erie; 1820, \$2,000; 1821, additional lots.	
Waterford Academy	Erie	1811	1811, five hundred acres of land and fifteen town lots; 1816, eight lots.	
West Chester Academy	Chester	1811	1817, \$1,000; 1834, \$2,500.	
Loller Academy, Hathoro	Montgomery	1812		
Venango Academy, Franklin	Venango	1812		
Hughesian Free School	Bucks	1813		
Delaware Academy	Wayne	1813		
Beachwoods Academy	Wayne	1813		
Athens Academy	Bradford	1813		
Orwigsburg Academy	Schuylkill	1813		
Allentown Academy	Lehigh	1814		
Indiana Academy	Indiana	1814		
Lewistown Academy	Mifflin	1815		
Lebanon Academy	Lebanon	1816		
Huntingdon Academy	Huntingdon	1816		
Susquehanna Academy, Montrose	Susquehanna	1816		
Wellsboro Academy	Tioga	1817		
Danville Academy	Montour	1818		
McConnellsburg English School	Fulton	1819		
Ebensburg Academy	Cambria	1819		
Kittanning Academy	Warren	1821		
Warren Academy	Warren	1822		
Strasburg Academy	Lancaster	1823		
Clearfield Academy	Clearfield	1827		
Milford Academy	Pike	1827		
Mifflinburg Academy	Union	1827		
Lancaster County Academy	Lancaster	1827		
methport Academy	McKean	1829		
			1812, \$2,000; 1823, two lots.	Four poor children to be instructed free.
			1813, \$1,000.	
			1813, \$1,000; 1828, \$1,000.	Four poor children to be instructed free.
			1813, \$2,000.	Four poor children to be instructed free.
			1814, \$2,000.	Four poor children to be instructed free.
			1814, \$2,000.	Three poor children to be instructed free.
			1815, \$2,000.	Five poor children to be instructed free.
			1816, \$2,000.	Five poor children to be instructed free.
			1816, \$2,000.	Five poor children to be instructed free.
			1817, \$2,000.	Five poor children to be instructed free.
			Lot of ground.	
			1819, \$2,000.	Five poor children to be instructed free.
			1821, \$2,000.	
			1822, 500 acres of land; 1832, \$2,000.	Five poor children to be instructed free.
			1827, \$2,000.	Five poor children to be instructed free.
			1827, \$2,000.	Five poor children to be instructed free.
			1827, \$2,000.	
			1827, \$3,000.	Four poor children to be instructed free.
			1829, \$2,000.	Five poor children to be instructed free.

— a College graduate.

Without grants of any kind, in 1830, Le Raysville Academy, Bradford county, and Dundaff Academy, Susquehanna county, were incorporated; in 1834, Zeliénople Academy, Butler county, and Union Academy, Womelsdorf, Berks county; in 1836, the Monongahela Manual Labor Academy, Franklin Academy, Harford, Susquehanna county, and Towanda Academy, Bradford county, and in 1837, Litiz Academy, Lancaster county.

Doubtless then as now some kind of provision for higher education was considered a public necessity by the thinking men of the time; but it is a remarkable fact that a leading idea in the establishment of the early Pennsylvania Colleges was the preparation of teachers for lower grades of schools. This is true of the University of Pennsylvania and Dickinson and Franklin Colleges, the oldest of our institutions of this class. The conditions upon which certain grants were made to them by the State show that it was in some measure at least as schools for teachers that public money was voted to Jefferson, Washington, Allegheny, Pennsylvania and Marshall. Lafayette, without pecuniary inducement, established a special department for teachers and arranged a special teachers' course. But the experiment of educating teachers in the Colleges failed—failed because there was not then much demand for teachers thus prepared, and for the stronger reason that the general work of a College and the special work of a teachers' school can never be made to harmonize. Dr. Burrowes, as Superintendent of Common Schools, in his report for 1838, gives the unsatisfactory result in these strong words: "The Colleges have already been tried as a means of supplying teachers, and with little success. Within the last eight years \$48,500 have been given by the State to five of these institutions, principally on condition that they should instruct a certain number of persons, ninety-one, for teachers of English schools, annually, for a specified time. Last year there were sixty-one students preparing for this business in all the Colleges of the State. Every one knows how few of the persons thus prepared ever actually practice the profession. It is doubtful whether there are at the present moment in the whole State one hundred persons thus educated actually and permanently engaged as teachers of primary schools. Hope from this quarter is dead."

In the establishment of Academical institutions, the State was but following out an educational policy as old as the Commonwealth and embodied in the Constitutions of 1776 and 1790. The model

never lost sight of was, as has been already stated, the Friends' Public School in Philadelphia. When the Constitution of 1776 provided that "a school or schools should be established in each county," its framers had in mind a public school or public schools like that chartered by Penn. Such, too, without doubt, was the character of the schools the members of the convention that framed the Constitution of 1790 thought they were providing, when they required the Legislature to establish schools throughout the State "in such manner that the poor may be taught gratis," and enacted that "the arts and sciences shall be promoted in one or more Seminaries of learning." The Legislature for many years so interpreted these injunctions of the Constitution, and made a most praiseworthy effort to plant an Academy or a Public School, the name frequently applied to such institutions in the acts of incorporation, in every county of the Commonwealth. The chartered privileges of these Academies were broad, sometimes requiring the board of management to be elected by a popular vote, and always contemplating support and patronage from whole communities without regard to party or sect. When grants of money or land were made, they were usually coupled with the condition that a certain number of poor children were to be instructed for a limited length of time without charge. True, there were men at all times in the Legislature and out of it who did not think the educational provisions of the Constitution of 1790 fully carried into effect by establishing Academies, however numerous and well equipped, and their views in the end prevailed; but for forty years after the adoption of that Constitution, public effort in behalf of education was mainly directed to building up a system of schools in the different counties after the plan originally conceived by the founder of the Commonwealth, at a time when the idea of universal education by the agency of free schools was yet unborn.

The scheme of education by means of Academies or Public Schools, creditable as it was to our fathers, did not prove successful. It was ill adapted to the condition of society in the new State, and entirely inadequate to the great end in view. Individual institutions forming a part of it flourished, and a few continue to flourish, but as a whole it was a building without a proper foundation—higher schools without lower ones to stand upon—and the long tried experiment resulted in disappointment. Its deficiencies were frequently pointed out by Governors, Committees of the Legisla-

ture, and other officials. Some of their utterances it will be well to quote.

Governor Findlay began to notice the failure of the scheme as early as 1821. "Considerable sums of money," he says in his message of that year, "have been expended from time to time in the endowment of Academies from which the community has not derived any adequate advantage."

Governor Hiester, in his message of 1821, refers to a weakness which means more than his words convey. "The information from the University in Philadelphia, from the Colleges in the western section of the State, and from several of the Academies endowed by legislative grants, presents a favorable view of education in these institutions as far as respects the qualification of teachers and the taste of youth for improvement in the sciences; but those who are intrusted with their direction, unite in deploring the inadequacy of their funds to make suitable provision for a competent number of professors."

Governor Wolf, much as he has to say on the subject of education, scarcely mentions the Colleges or the Academies of the State. Governor Ritner, in his first message, 1836, thus touches the subject: "The large aid heretofore bestowed upon Colleges and Academies, without system or accountability, seems to have produced comparatively little public good. It is therefore respectfully recommended that until the common school system be completely tested, and until some more efficient plan of public relief to Colleges and Academies be devised and adopted, appropriations for their support be made with extreme caution."

In his report as Chairman of the Committee on Education in the House of Representatives, 1833, Joseph G. Clarkson bluntly states that "It is true that the State has frequently and liberally contributed to the aid of Academies and Colleges for the higher branches of learning, but it is lamentable to think that many of these institutions are either dead or expiring for the want of sustenance which can only be afforded by a population whose ambition to attain higher walks of learning has been excited by an early conviction of the value of knowledge."

In response to a resolution of the House of Representatives, Samuel McKean, Secretary of the Commonwealth, 1833, sent to that body a communication on the state of education in the Commonwealth, from which the following is an extract: "By reference to

the statute books it will be found that all public grants for the purpose of education in Pennsylvania, whether in the shape of money or land, prior to 1831, were exclusively confined to institutions accessible to the rich alone. Without questioning the constitutionality or general expediency of this course, I may nevertheless be permitted to say that to my mind, the practice which has partially obtained since the year 1795, in the endowment of Colleges, Academies, etc., to annex a condition that a few children should be taught for a limited time free from expense, ought to be considered rather as an apology for the postponement of a palpable duty than the fulfillment of a wise and humane provision of the Constitution."

Samuel Breck, in his report to the Legislature, 1834, declares that "Most of the Academies have fallen to the grade of common schools. This is a melancholy truth, so that very few of them can be used as Seminaries for forming teachers." And appended to his report there is a letter from the Rev. Chauncey Colton, President of Bristol College, in which we find this paragraph: "Of the chartered Academies of this state, there are forty-four or forty-five nominally in existence. A very small fraction of this number, however, are in successful operation. Most of these have fallen to the grade of the most ordinary common schools; some of them are a burlesque upon the name of Academy; others have lost their charter. Not a few of the whole number chartered have become entirely extinct."

Dr. Burrowes, as Secretary of the Commonwealth, writes, in 1837, to the Constitutional Convention then in session, words like these: "Academies in forty-five counties have from time to time received aid from the State, sometimes in money, generally in the proportion of two thousand dollars to each county, amounting to one hundred and six thousand nine hundred dollars, and sometimes in land whose value it is difficult to estimate, but supposed to be worth at least one hundred and thirty-five thousand dollars, making a gross amount of aid to Academies of two hundred and forty-one thousand dollars. It is believed that no grants have ever been made by the State with less general good effect than those to Academies. It seems to have been intended to endow one strong institution of this kind in each county, as a kind of radiating point in the county system of education; but the project has proved nearly a total failure."

Such is the story of the State in relation to higher education prior to the introduction of the common school system. Without

common schools, the Colleges and Academies established did not flourish: the experiment was now to be tried with them.

In a supplement to the existing school laws, the Legislature of 1838 enacted a provision making appropriations annually for ten years as follows:

To each University and College now incorporated, or which may be incorporated by the Legislature, and maintaining at least four professors and instructing constantly at least one hundred students, one thousand dollars. To each Academy and Female Seminary now incorporated, or which may be incorporated by the Legislature, maintaining one or more teachers capable of giving instruction in the Greek and Roman classics, mathematics and English or English and German literature, and in which at least fifteen pupils shall constantly be taught in either or all of the branches aforesaid, three hundred dollars. To each of said Academies and Female Seminaries, where at least twenty-five pupils are taught, as aforesaid, four hundred dollars; and to each of said Academies and Female Seminaries, having at least two teachers, and in which forty or more pupils are constantly taught, as aforesaid, five hundred dollars.

The plan of aiding higher institutions of learning proposed in this enactment was much more comprehensive and systematic than any that had previously prevailed. What had been done before was comparatively spasmodic and arbitrary. The purpose now seemed to be to build up a great system of public education, embracing the whole field from the common school to the University. The leaders in the movement were the friends of free schools. Burrowes was Superintendent of Common Schools, Ritner was in the Governor's chair and signed the bill, and in advocacy of the measure Thaddeus Stevens made the greatest of his speeches in the House of Representatives. Unfortunately, owing to the disordered condition of the finances of the State, to an apparent falling off in the educational spirit of the people which followed the excitement of the fight for free schools, and to the persistent pressure for the State's bounty by a multitude of institutions that did not deserve it, the law continued in force only during six of the ten years for which it was enacted. The effect of its passage, however, was felt immediately. After it became a law, but during the same session, the following Academies were chartered in the several counties named: Bloomfield, Perry; Brookville, Jefferson; Coudersport, Potter; Franklin, Kutztown, Berks; Sunbury, Northumberland; Honesdale, Wayne; Pottstown, Montgomery; Tuscarora, Juniata; and Willardsburg, Tioga. Of these, in addition to the general appropriation, the Bloomfield, Brookville, and Tuscarora Academies received each

\$2,000 and the Coudersport Academy received \$2,000 and certain lands granted for its use. Also, at the same time, acts of incorporation were passed chartering Female Seminaries at Bedford, Brookville, Brownsville, Butler, Carlisle, Chambersburg, Concorville, Doanville, Easton, Erie, Greensburg, Honesdale, Indiana, Doylestown, Lancaster, Lebanon, Troy, Meadville, Montrose, New Berlin, Orwigsburg, Reading, Sunbury, Franklin, Washington, Waynesburg and York.

In 1839, Academies were chartered at Berwick, Columbia, Hanover, Hollidaysburg, Mannington, Myerstown, New London, Roehrsburg, Stroudsburg with an extra appropriation of \$2,000, and Stouchsburg; and Female Seminaries at Bellefonte, Danville, Harrisburg, New Castle, Oxford, Somerset, Stroudsburg and Wilkesbarre.

In 1840, the crop of Academies and Female Seminaries was not as luxuriant as in the preceding years; but charters were granted to institutions of the former class at Abington, Annville, Bernville, Byberry, Centreville, Clarion with an extra appropriation of \$2,000, Pine Creek, Frankfort, Gibson, Hamburg, Jonestown, Joliet, Lewisburg, Lock Haven with an extra appropriation of \$2,000, Madison, Moscow, Mt. Vernon, West Alexander and Wrightsville; and to those of the latter at Braddock's Fields (Edgeworth), Huntingdon, McSherrytown, Landisburg, Muncy, New Brighton and Pottstown.

But alarmed at the rapid multiplication of this class of institutions, the Legislature now began to provide that the newly chartered institutions should not be entitled to the State appropriation, and during the next ten years only four Academies and two Female Seminaries were incorporated. This was the first step in the reactive policy that followed.

In 1838, nine Colleges, forty-three Academies, and fifteen Female seminaries were paid the appropriation according to the provisions of the Act; in 1839, nine Colleges, fifty-two Academies, and twenty-nine Female Seminaries; in 1840, nine Colleges, fifty-seven Academies, and thirty-three Female Seminaries; in 1841, nine Colleges, sixty Academies, and thirty-four Female Seminaries; in 1842, nine Colleges, sixty-five Academies, and forty-one Female Seminaries; and in 1843, nine Colleges, sixty-four Academies, and thirty-seven Female Seminaries.

Payments to these institutions from the State Treasury were as follows:

Year.	Colleges.	Academies.	Seminaries.	Aggregate.
1838 . . .	\$3,500.00	\$3,790.00	\$700.00	\$7,990.00
1839 . . .	9,250.00	21,329.87	8,413.83	38,993.70
1840 . . .	6,208.33	21,237.33	9,977.08	37,422.74
1841 . . .	10,354.17	23,802.72	13,500.02	47,656.91
1842 . . .	7,378.00	16,001.80	13,044.89	36,424.69
1843 . . .	9,925.00	27,929.04	10,444.27	48,298.31
				<u>\$216,786.35</u>

The reports made to the School Department by the institutions receiving State aid were very incomplete. From those that came to hand, Superintendent Shunk, in 1840, estimated that the number of students then in the Universities and Colleges, including the Preparatory Departments, was 1,637, in the Academies 2,465, and in the Female Seminaries 1,430. In the Universities and Colleges sixty-four students were reported as preparing themselves for the business of teaching, in thirty-two of the Academies, eighty-seven, and in twelve of the Female Seminaries, seventeen.

The following Colleges, Academies, and Female Seminaries, received appropriations under the act of 1838:

Colleges.	Counties.	Colleges.	Counties.
Madison	Fayette.	Allegheny	Crawford.
Dickinson	Cumberland.	Pennsylvania	Adams.
Jefferson	Washington	Washington	Washington.
Marshall	Franklin.	Lafayette	Northampton.

University of Pennsylvania, Philadelphia.

Academies.	Counties.	Academies.	Counties.
Allentown	Lehigh.	Greensburg	Beaver.
Attleboro	Bucks.	Huntingdon	Huntingdon.
Athens	Bradford.	Harrisburg	Dauphin.
Bloomfield	Perry.	Haverford School Association	Delaware.
Bellefonte	Centre.	Honesdale	Wayne.
Beechwoods	Wayne.	Indiana	Indiana.
Butler	Butler.	Kittanning	Armstrong.
Beaver	Beaver.	Lewistown	Mifflin.
Bedford	Bedford.	Litiz	Lancaster.
Brookville	Jefferson.	Loller	Montgomery.
Berwick	Columbia.	Lancaster County	Lancaster.
Bucks County, Newtown	Bucks.	Lebanon	Lebanon.
Clinton, Pine Creek	Clinton.	Lock Haven	Clinton.
Clearfield	Clearfield.	Mercer	Mercer.
Clarion	Clarion.	Milford	Pike.
Chester County	Chester.	Mifflinburg	Union.
Coudersport	Potter.	Norristown	Montgomery.
Danville	Montour.	New London	Chester.
Delaware	Wayne.	Orwigsburg	Schuylkill.
Dundaff	Susquehanna.	Pottstown	Montgomery.
Erie	Erie.	Pottsville Institute	Schuylkill.
Ebensburg	Cambria.	Smethport	McKean.
Franklin	Susquehanna.	Reading	Berks.
Franklin	Berks.	Montrose	Susquehanna.
Greene	Greene.	Sumneytown	Montgomery.
Germantown	Philadelphia.	Stroudsburg	Monroe.
Greensburg	Westmoreland.		

<i>Academies.</i>	<i>Counties.</i>	<i>Academies.</i>	<i>Counties.</i>
Sunbury	Northumberland.	Warren	Warren.
Strasburg	Lancaster.	West Chester	Chester.
Towanda	Bradford.	Wyoming	Luzerne.
Troy	Bradford.	Waterford	Erie.
Tuscarora	Juniata.	Williamsport	Lycoming.
Union, Womelsdorf	Berks.	Wellsboro	Tioga.
Unionville	Chester.	York county	York.
Venango, Franklin	Venango.		

<i>Female Seminaries.</i>	<i>Counties.</i>	<i>Female Seminaries.</i>	<i>Counties.</i>
Butler	Butler.	Meadville	Crawford.
Brownsville	Fayette.	Montrose	Susquehanna.
Bellefonte	Centre.	McKean, Troy	Bradford.
Carlisle	Cumberland.	Muncy	Lycoming.
Chambersburg	Franklin.	New Berlin	Union.
Doanville	Armstrong.	New Brighton	Beaver.
Danville	Montour.	New Castle	Lawrence.
Easton	Northampton.	Orwigsburg	Schuylkill.
Erie	Erie.	Oxford	Chester.
Edgeworth	Allegheny.	Pottstown	Montgomery.
Greensburg	Westmoreland.	Pottsville	Schuylkill.
Gettysburg	Adams.	Reading	Berks.
Harrisburg	Dauphin.	Sunbury	Northumberland.
Honesdale	Wayne.	Stroudsburg	Monroe.
Huntingdon	Huntingdon.	Somerset	Somerset.
Indiana	Indiana.	Washington	Washington.
Ingham	Bucks.	Wilkesbarre	Luzerne.
Lancaster	Lancaster.	Venango	Venango.
Lebanon	Lebanon.	York	York.

In 1843, sorely pressed for money to carry to completion the gigantic system of public improvements she had organized, the State reduced the appropriation to her Colleges, Academies and Female Seminaries to one-half the amount provided for by the Act of 1838, and the next year withdrew the appropriation absolutely. This was a sad blow to the new institutions. Many of them, prematurely established and never strong, soon began to decline, and within a few years a large number of them had ceased to exist. Ruins only in most cases are left to tell the story. The experiment of building up a system of higher education again failed, not this time so much on account of the want of a sufficient number of pupils properly prepared, as on account of the injudicious application of the State's bounty, and its withdrawal just at the time it was most needed. A general appropriation in behalf of higher education has never in more recent years met with legislative favor. Doubtless, the grading of the public schools and the establishment of high schools incident to the development of the common school system has in some measure supplied the want felt by the Legislature of 1838; and the work of preparing teachers for the common schools, an important object then as now, is better done in the State Normal

Schools than would have been practicable under the best possible system of Colleges, Academies and Female Seminaries. The State has continued to grant charters to institutions, too freely perhaps, but no pecuniary aid has been granted in any case except \$5,000 to the Polytechnic College in Philadelphia, in 1867, and the large sums given to the State Agricultural College in Centre county. The great scheme of higher education complementary to the common school system, projected in 1838, has never been revived. An attempt to revive it in 1868 in a somewhat modified form failed, and the problem of extending the fostering care of the State to all classes of educational institutions in such a way as to bind them into a common brotherhood with common aims and common interests, is one that only the future can solve.

It was a noble undertaking, in 1838, for the State to make an effort to build up a great system of higher instruction. The common schools were just fairly starting, and called for large appropriations; but without proposing to weaken in any way the newly organized elementary schools, the liberal and far-seeing Legislature of that year, under the lead of some of the ablest and best men Pennsylvania ever intrusted with the duty of framing her laws, took means to plant and foster Colleges, Academies, and Female Seminaries in every part of the Commonwealth. In their view not only should instruction in the common branches of learning be made universal, but youth of both sexes should be allowed all practicable facilities for entering upon that higher course of study necessary to develop and perfect the powers with which man is naturally endowed. The grants of money made to carry into effect their object reached forward for ten years, by the end of which time they confidently expected other Legislatures with more means at command would improve and strengthen their work. And we are free to say that had this been done, Pennsylvania would have had to-day not only the grandest system of public instruction in America, but one rivaling in organization and breadth the best of the systems so elaborately built up in the most advanced countries of Europe.

Nothing is more remarkable in the educational policy inaugurated in 1838, than the place accorded to female education. From all the State had done for higher education previously, it could hardly be learned that such beings as women or girls were to be found within the borders of the State. Certainly no recognition of their right to more than an elementary education can be found on the statute

books. The Moravians at Bethlehem and Litiz had founded Female Seminaries, the Friends at Westtown had provided courses of study essentially alike for boys and girls, John Poor had conducted a Young Ladies' Academy of some repute in the city of Philadelphia, and elsewhere there were a few small private Boarding Schools for girls; but up to 1838, while numerous Colleges and Academies for boys had been chartered and liberally endowed with the State's money, it seems to have been generally unknown either that girls could be educated beyond the simple arts of Reading, Writing or Arithmetic, or that they were entitled to any higher education. The credit of the discovery that girls should have an equal place with boys in a system of public instruction, higher as well as lower, belongs to the Legislature of 1838. It was a great discovery.

The charters of the Academies and Female Seminaries brought into existence under the stimulus of the Act of 1838, were of a liberal character. The old name of "Public School" was frequently retained in the acts of incorporation, and persons of all religious denominations were made eligible to election as trustees or teachers, and no pupil was permitted to be excluded on account of his sentiments on matters of religion. The object of the institutions chartered was generally stated to be to impart instruction in the "English and other languages, and in the useful arts, sciences and literature," sometimes modified in the case of Female Seminaries to read "established for the education of females in the arts, sciences and literature." A regular and full course of study was contemplated, and authority was given the trustees and faculty in most cases to confer suitable degrees and to grant certificates to graduates authenticated by the seal of the corporation.

CHAPTER XX.

UNIVERSITIES AND COLLEGES.

EACH of our Universities and Colleges has an interesting history of its own, of which something must be said; to give it in detail would be to exclude all other matter from this volume.

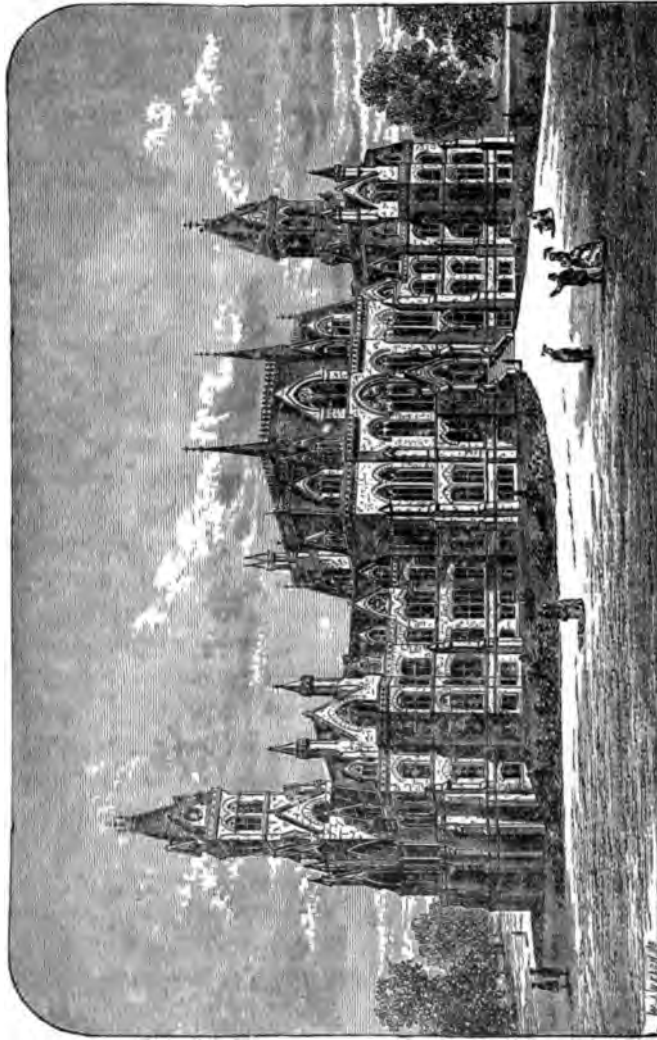
UNIVERSITY OF PENNSYLVANIA.

The University of Pennsylvania, the oldest of our higher institutions of learning, as now constituted, was established in 1791. The story of the Academy, and the College out of which it grew, has already been elsewhere briefly told; the narrative must now be extended down to the present time.

As an Academy, the institution opened in 1749, in a room in a private dwelling. In 1751, it was moved into a building on Fourth street, which had been erected for the use of the preacher Whitefield and other itinerants, who could not be heard in the churches, and here the Academy became a College, and the College a University. In 1800, the trustees purchased the building on Ninth street, which the State had erected as a residence for the President of the United States, at a time when it was thought Philadelphia would become the permanent capital of the nation; and this, with an addition built in 1807 for the accommodation of the medical department, was occupied until 1829, when the whole was torn down, and in its place were erected two separate but similar buildings, one for the department of arts, and the other for the department of medicine. These in turn becoming too small, the University erected, in 1871, the present magnificent buildings in West Philadelphia, and subsequently sold the property on Ninth street to the United States Government as a site for a post-office.

The University buildings are located on a tract of twenty-seven acres of ground obtained from the city, and overlook the Schuylkill river. They are among the finest and most imposing structures of the kind in the United States. They are built in the Gothic style, of green stone, with gray stone ornaments. The three main build-

ings are separate. That for the department of science and arts is 254 feet long, 124 feet deep in the centre, with wings 102 feet 2 inches deep. That for the medical department has accommodations



UNIVERSITY OF PENNSYLVANIA—DEPARTMENT OF SCIENCE AND ARTS.

for six hundred students, with all the necessary class rooms, lecture rooms and needed appliances for a great school of medicine. That used as a Hospital has a front of $250\frac{1}{2}$ feet, with a central building and two wings each 198 feet in depth. Towards the construction of this building the State contributed the sum of \$200,000.

In the sense of teaching the whole circle of the sciences, the University of Pennsylvania well deserves its name. It gives instruction in ten departments as follows: Department of Arts, Department of Medicine, Department of Law, Auxiliary Department of Medicine, Towne Scientific School, Department of Music, Department of Dentistry, Department of Philosophy, Wharton School of Finance and Economy, and Department of Veterinary Medicine. Only the three first named departments are old, the others have all been organized within the last twenty years. In all the departments there were, in 1883, one thousand students, and the professors, lecturers and instructors numbered one hundred and thirty-two. Apart from the professional courses, the University has over four hundred students. The libraries are large and valuable. Some of the departments have special libraries containing many very rare and costly volumes. It is fully equipped with chemical and philosophical apparatus, and cabinets of natural science. Its medical cabinets are specially rich. In the Treasurer's report dated August 1, 1883, the property held by the University is valued at \$1,078,098.62, and the endowment is stated to be worth, in addition, \$1,609,306.00. There is a debt of \$445,489.86. Much of the endowment is for special chairs or special purposes. Certain courses of lectures are open to persons of both sexes, and the "Bloomfield Moore Fund," the gift of a lady, is appropriated, according to the wishes of the donor, to pay for the instruction of women who are preparing to become teachers in those subjects which the University may at any time offer to teach women. Thomas Penn, a generous patron of the institution, reserved the right of naming two students for the University; these scholarships are now filled by the Governor of Pennsylvania, who is also *ex officio* President of the Board of Trustees. Besides these, there are a number of other free scholarships; and a part of the contract by which the city deeded land to the University requires fifty free scholarships to be established and maintained for the benefit of the children in the public schools.

The University attained its present position only by slow steps. It has had its ups and downs as well as most other institutions of learning. There have been times when its students were few, its revenues small, its trustees distracted by differences of opinion, its faculty discouraged and without the spirit to vitalize their instruction. "In the Philosophical school," says Dr. George B. Wood, the historian of the University, "consisting of the two highest classes,

there were in the year 1797 only twelve students; and the numbers qualified to graduate were in several instances so few, that it was deemed unnecessary and impolitic to hold Commencements." There were other periods in its earlier history equally dark; and, even at a much later day, the institution was generally considered as antiquated and without vigor. Happily, under the energetic management of recent years, it has been able to overcome the drawbacks of the past, whether internal or external, and it is now in buildings, in equipment, in teaching force and in healthy, hopeful life, the equal of any institution of its class in America.

The following gentlemen have held the office of Provost of the University: John Ewing, D. D., John McDowell, D. D., John Andrews, D. D., Frederick Beasley, D. D., William Heathcote De Lancey, D. D., John Ludlow, D. D., Henry Vethake, LL. D., Daniel R. Goodwin, D. D., Charles J. Stillé, LL. D., and William Pepper, M. D.

DICKINSON.

Dickinson College was chartered by the State in 1783.

The University of Pennsylvania was designed by its founders to be free from sectarian bias or control, but it is hardly to be denied that the dominant influence in its board of trustees and faculty during most of the years of its early history was that of the Episcopal Church. Presbyterianism was recognized by the management, but never allowed much control. This naturally created in time some restlessness on the part of Presbyterians who patronized the institution, and a disposition, whenever the proper opportunity presented itself, to provide a College for themselves. Besides, during the Revolutionary war, some persons prominently connected with the University, both in its board of trustees and in its faculty, were suspected of coldness if not disloyalty to the American cause, while the Presbyterian, Scotch-Irish element of the population was intensely hostile to Great Britain, and ready to go any length to secure American independence. These were potent influences leading towards the establishment of Dickinson College. There were others. From the "Log College" of Tennent had issued a progeny of schools like itself, and their influence, combined with that of the parent institution, had planted Princeton in New Jersey, Hampden and Sydney in Virginia, and was now to plant Dickinson and soon Jefferson and Washington in Pennsylvania. And apart from all this, it was easy for the discerning men of that day to see that the

great war over, and independence secured, the interior of the State would soon be thickly settled, and that it would be sound policy in every sense to establish institutions of learning convenient to the people. The Presbyterians were the first to move in this work.

The leading influences that led to the establishment of Dickinson College were Presbyterian, but the aims of its founders were in no sense narrow. They proposed to plant a College for their own benefit, but also for the benefit of others and for the good of the State. Hence the comprehensive character of the College charter, which, looking to the general public welfare, declares that "the happiness and prosperity of every country depends much on the right education of youth who must succeed the aged in the important offices of society, and the most exalted nations have acquired their pre-eminence by the virtuous principles and liberal knowledge instilled into the minds of the rising generation;" and hence, too, the liberal grants made by the State to the institution in its earliest years. In fact, the establishment of Dickinson College was a part of a grand scheme, as elsewhere shown by a letter of Dr. Benjamin Rush to the Legislature, to provide the State with a complete system of education, embracing the University, a sufficient number of Colleges, and free schools in every township.

Dr. Rush may be styled the father of Dickinson College. John Dickinson, the Quaker patriot, President of the Supreme Executive Council during the trying days at the close of the Revolutionary war, after whom it was named, gave it a large donation and in other ways proved himself its friend; but Dr. Rush was the soul of the movement that resulted in the establishment of the College, and the mainstay of the institution during the weakness of its infant years. Through him the College is directly linked to the Bucks county "Log College," for he was educated by a master who obtained both his learning and his inspiration as a teacher in the humble schoolhouse on the Neshaminy—Samuel Finley, of Nottingham.

The first building at Carlisle used for the purposes of instruction by the faculty of the College was a small two-story house on Bedford street. Chief Justice Taney, who was educated at Dickinson, says of it: "The College in my day was a small and shabby building fronting a dirty alley." John Penn, grandson of the Founder, visited Carlisle in 1788. In his Journal is the following: "The first buildings seen here are three or four separate wings intended for magazines originally, but said to be granted by Congress to the

teachers of Dickinson College for twenty years, though upon inquiry I find they are negotiating, but have not concluded a bargain. The present College or schoolhouse is a small, patched-up building, of about sixty by fifteen feet. The apartments of the public buildings are casually inhabited, and Dr. Nesbit, the head of the College, lives in one." Dr. Nesbit himself writes thus sharply to Dr. Rush, 1792: "I have no private ends to serve in wishing that the students might have proper accommodations, and that the College were in such a situation as to admit of increase, which, I think, cannot be the case if it is established in this dirty town, where students must wade through deep mud several times a day at the risk of their health, and afterwards be cooped up like pigs, in narrow apartments and mean houses, and in such numbers in one room as renders it almost impossible for them to continue their studies." In 1798 the ground composing the present College campus was bought from the Penn family for one hundred and fifty dollars. Here a building was erected in 1802, but unfortunately it was burned down a year later. The corner-stone of the present West College was laid in 1804. The East College building was erected in 1836-7, and that known as the South College the following year.



DICKINSON COLLEGE, 1805.

The first President of the College was Rev. Charles Nesbit, D. D., of Montrose, Scotland. His services were obtained through the

influence of Dr. Rush, who, while a student at Edinburgh, in 1767, had become acquainted with his fine social qualities, his great theological attainments and his wonderful scholarship. He was thoroughly versed in Latin, Greek and Hebrew, and could read with facility French, German, Italian, Spanish and Portuguese. His stores of memory were so extensive that he was often called both in Scotland and the United States "The Walking Library." Dr. Nesbit arrived at Carlisle from Philadelphia, after being politely received and pleasantly entertained on his way at Lancaster, York and other places, July 20, 1785. He was met at Spring Forge, five miles from the town, by nearly a hundred ladies and gentlemen, who had spread an elegant repast for him in a bower erected for the purpose. The Professors and students of the College, as well as the citizens, received him with expressions of great joy. Processions were formed, bells were rung, and addresses of welcome delivered in English and in Latin. This auspicious beginning was followed by long years of trial and discouragement incident to the building up of an institution of learning in an American wilderness.

Dr. Nesbit died in 1804. From his death to 1832, when the College ended the first period of its existence, there was an almost continual want of unity among the trustees and between the trustees and faculty, which tended greatly to interfere with the successful working of the College, cutting off its revenues, lessening the number of its students, weakening its teaching power, suspending its operations for several years at two different times, causing an investigation by the Legislature, and ending by closing its doors with no expectation that they would be again opened. The Presidents of the College during this distracting period were Rev. Robert Davidson, D. D., *pro tempore*, Rev. Jeremiah Atwater, D. D., Rev. John McKnight, D. D., Rev. John M. Mason, D. D., Rev. William Neill, D. D., and Rev. Samuel B. Howe, D. D. Under some of these officers there were brief seasons of prosperity when the clouds that darkened the path of the College seemed to break, but what President Buchanan says of the condition of the College when he was a student was true of it most of the time, "Dickinson College was in a wrecked condition, and I have often regretted that I had not been sent to some other institution." Still, among its four hundred and forty alumni, one became President of the United States, one Chief Justice of the Supreme Court of the United States, one Justice of the same Court, two District or Territorial Judges, three

Justices of the State Supreme Court, two Senators in Congress, ten Representatives in Congress, eleven Presidents of Colleges, sixteen Professors in Colleges, sixty-eight ministers of the Gospel, one Bishop of the Protestant Episcopal Church, and one Governor of a State.

In 1833, Dickinson College was transferred to the Methodist Church, and a year later was re-opened under the presidency of Rev. John P. Durbin, D. D. An endowment of \$48,000 had been raised, and the work of instruction begun with twenty students in the College and seventy in the Grammar School. Under the energetic management of Dr. Durbin and his successors, Rev. Robert Emory, Rev. Jesse T. Peck, D. D., Rev. Charles Collins, D. D., Rev. H. M. Johnson, D. D., Rev. R. L. Dashiell, D. D., and Rev. J. A. McCauley, D. D., the College has continued to grow stronger, with the possible exception of the years of the war of the rebellion, and seems now about to attain the high position which its founders looked forward to one hundred years ago. The Centennial contributions from its friends have enabled the trustees to repair the old buildings, to erect a new one for the scientific department, and to largely increase the permanent endowment. In 1884, the principle of the co-education of the sexes was adopted by the trustees, and the doors of the College are now open to women.

FRANKLIN, MARSHALL, FRANKLIN AND MARSHALL.

Franklin was the third College chartered by the State of Pennsylvania. It was established in 1787 at Lancaster. The most significant facts of its history have been given elsewhere. From these it appears that this College was the culmination of a long series of efforts to provide means for the higher education of the Germans. The College, never prosperous and always without buildings of its own, was closed in 1821. In 1827, the Lancaster County Academy was incorporated by the Legislature, and received a grant of three thousand dollars from the State. A lot was purchased and buildings were erected. This property was, in 1839, conveyed to the trustees of Franklin College, who made a new effort to restore life to the institution. The extent of their success was the establishment of a respectable classical Academy. Some years later the Reformed Church purchased the Lutheran interest in the College, and, in 1850, an Act was passed by the Legislature uniting it with Marshall College.

Marshall College was the child of the German Reformed Theological Seminary. This Seminary, after starting at Carlisle, in 1825, and remaining a few years at York, was removed to Mercersburg, Franklin county, in 1834. In its new home there was at once planted by its side a high school, mainly for the purpose of preparing students for the course of study pursued in the Seminary, and this high school was, in 1835, incorporated as a College. From the first, a close relationship existed between the Seminary and the College, and Professors in one institution frequently filled chairs in the other. Some of the buildings were used in common. The property of the College consisted of a campus of thirteen acres, a building for the Preparatory department, a professor's house, and two halls belonging to the literary societies. The main College building, long contemplated, was never erected. The Presidents of Marshall College were Rev. Frederick A. Rauch, D. D., and Rev. John W. Nevin, D. D., both men of great learning and wide reputation. The number of students in attendance at Mercersburg averaged, in the College, about seventy-five, and in the Preparatory department about sixty. Upon the removal of Marshall College to Lancaster, the property of the institution at Mercersburg went into the hands of individuals, but the buildings were used for a school under the name of the Marshall Collegiate Institute, subsequently Mercersburg College.

Regular instruction was begun in Franklin and Marshall College at Lancaster in the spring of 1853. The exercises were temporarily conducted in the old Lancaster county Academy buildings. A beautiful site for new buildings, consisting of a tract of twenty-two acres, was secured; and, in 1856, the main central edifice was dedicated to its high purposes. Then followed the erection of Halls for the Societies, and later a boarding hall and a building for the Academy. In 1871, the Theological Seminary was brought to Lancaster and located in the College campus, where several houses were erected for the accommodation of the President and the Professors; and the two institutions now stand side by side, united and mutually helpful as of old.

The Presidents of Franklin and Marshall College have been Rev. Emanuel Gerhart, D. D., Rev. John W. Nevin, D. D., LL. D., and Rev. Thomas G. Apple, D. D. The institution suffers for want of an adequate endowment, but without much pretension or show, its work of instruction has always commended itself for solidity and

thoroughness. It still adheres more strictly than any of our Colleges to the old, well tried curriculum of classical and philosophical study, holding it to be superior to any other for the purposes of liberal culture. Recently, the foundation has been laid for a first-class Astronomical Observatory, and the prospect is fair for the speedy enlargement of the scientific department and the erection of a suitable building for its accommodation. The number of students in the College proper is usually about one hundred.

JEFFERSON, WASHINGTON, WASHINGTON AND JEFFERSON.

Washington county was settled by a remarkably brave and intelligent class of Scotch Irish. They no sooner had homes than they set about providing themselves with churches and schools. They generally brought their ministers with them, who owing to the scarcity of schoolmasters were often compelled to teach as well as to preach. Too few for the wants of the community and much overworked, some of these good men nevertheless undertook the establishment of special schools, mainly with the view of preparing young men as suitable assistants in the work in which they were themselves engaged. These schools were generally opened either in their own dwellings or in rude log cabins erected for the purpose near them. In them were often taught not only the elementary branches of a common school, but the classics and mathematics of a College. In the front of this body of self-sacrificing pioneers of Christianity and learning were the honored names of John McMillan, Thaddeus Dodd and Joseph Smith, pastors, respectively, of the congregations of Chartiers, Ten Mile and Buffalo, each of whom had such a school in operation between the years 1780 and 1790. To their humble beginnings can be traced the founding of an Academy at Washington, in 1787, and at Canonsburg, seven miles distant, in 1791. Washington Academy seems to have been a development of the school of Thaddeus Dodd, who became its first Principal, and Dr. McMillan's school was intimately connected with the origin of the Academy at Canonsburg. Growing with the growth of the community, these institutions became Colleges, the second in 1802 and the first in 1806.

The Jefferson College buildings were erected on a lot in Canonsburg, presented by Col. John Canon. The first of these was a plain three-story brick building, seventy-six feet by forty-five, surmounted by a cupola. A second, more pretentious building, was erected

about 1839. The President's house stood near the other buildings. At one time a farm of two hundred acres was connected with the College, and the students enjoyed the opportunity of intermingling lessons in practical agriculture with lessons from books. A reduction was made in the expenses of those who were willing to work.



McMILLAN'S "LOG COLLEGE."

The College also, about 1826, organized a medical department, located it in Philadelphia, and placed it under the special care of nine trustees. This was the foundation of Jefferson Medical College. The first President of Jefferson College was Rev. John Watson. Poor, and the keeper of a bar at the village inn, he became one of Dr. McMillan's "Log College" scholars, and subsequently graduated first in his class at Princeton. His successors were Rev. James Dunlap, Rev. Andrew Wylie, D. D., Rev. William McMillan, Rev. Matthew Brown, D. D., LL. D., Rev. Robert J. Breckenridge, D. D., LL. D., Rev. Alexander B. Brown, Rev. Joseph Alden, D. D., LL. D., and Rev. Daniel H. Riddle, D. D., LL. D. In its earlier years the faculty consisted of only three or four professors, and the number of students averaged about eighty. Later the faculty was enlarged, and the number of students at times reached two hundred. The spirit of the College is shown in the fact that up to 1839, of the six hundred and eighteen young men

who had graduated, three hundred and nine became ministers of the Gospel. It is the universal testimony of those who ought to know, that there was something about the teaching or the life of Jefferson College that in a peculiar manner won the hearts of students and tended to shape for good their future lives. Since the union with Washington College, the abandoned buildings at Canonsburg have been used for an Academy.

The Washington College campus consists of lots donated by citizens of the borough to the old Academy upon which the College was engrafted. The nucleus of the College library is the books purchased with the £50 given by Dr. Franklin to the Academy for that purpose. The exercises of the College were at first conducted in the Academy, which is still standing, and forms the central part of the old College building. Two buildings were erected for the College, one constituting the additions to the Academy building about 1821, and the other about 1837. In its earlier years, the College was not as well patronized as its neighbor, Jefferson, and for some time prior to 1830, its work was entirely suspended. About the year 1832, it established a course of study in the "art of teaching," but its success in this particular was not better than that of other Colleges that tried the same experiment. Among the graduates of Washington, there are a remarkably large number of men who distinguished themselves both in Church and State. The Presidents of Washington College were Rev. Matthew Brown, D. D., LL. D., Rev. Andrew Wylie, D. D., Rev. David Elliott, D. D., LL. D., Rev. David McConaughy, D. D., LL. D., Rev. James Clark, D. D., Rev. James I. Brownson, D. D., *pro tempore*, and Rev. John W. Scott, D. D., LL. D.

A union of Washington and Jefferson Colleges had been agitated almost from the beginning, but no plan could be agreed upon. In response to a movement to that effect on the part of the Presbyterian Synods and influential citizens, hastened doubtless by the offer of fifty thousand dollars as an endowment in case a union should be effected, the Legislature, in 1865, passed an Act consolidating the two institutions under the name of Washington and Jefferson College. In accordance with this Act, it was arranged that the three highest classes of the united Colleges should be taught at Canonsburg, and the Freshman classes and the Scientific and Preparatory departments should be furnished with accommodations at Washington. This broken and scattered arrangement proving unsatisfactory, the Act

of 1865 was so modified, in 1869, that the location of the combined institutions was fixed at Washington. Litigation ensued in both the State and United States Courts, pending which the institution was badly demoralized and for a time partially suspended. Since the settlement, the endowment has been largely increased, a fine additional building has been erected, the attendance of students is very encouraging, and the institution bids fair to take rank with the leading Colleges of the country. The Presidents of Washington and Jefferson College have been Rev. Jonathan Edwards, D. D., LL. D., Rev. Samuel J. Wilson, D. D., LL. D., Rev. James I. Brownson, D. D., *pro tempore*, Rev. George P. Hays, D. D., and Rev. James D. Moffat, D. D.

ALLEGHENY.

Presbyterian influence founded Allegheny College, as it did Jefferson and Washington. The preliminary steps in the enterprise were taken at a meeting held in the old log court house at Meadville, June 30, 1815. At that time Meadville was a village of four hundred inhabitants, and the whole population of Crawford county scarcely reached six thousand. The leading spirits on the occasion were Major Roger Alden, a Revolutionary soldier, and his cousin, Rev. Timothy Alden, a graduate of Harvard University, and a teacher of large experience. This meeting, with true Western pluck and promptness, not only resolved to found a College, but at once proceeded to organize it. Trustees were elected; Reverend Alden was made President of the College, and Rev. Robert Johnson Vice-President, and committees were appointed to procure a charter from the Legislature, and to draft laws and regulations for the College. John Reynolds, the treasurer, was directed to open books and receive donations, and the President elect was commissioned as agent to solicit help from abroad. The President returned after much travel in New England, New York, and Pennsylvania, with donations in land, books, and cash, valued at \$4,103.30; the Meadville subscriptions amounted to \$5,685, in all \$9,788.30, and with this small sum the heroic men who had the matter in charge, with faith in the future, began to lay the foundations of a great institution of learning. President Alden was inaugurated July 28, 1817, with imposing ceremonies. There were delivered on the occasion three addresses in Latin, three in English, and one in Hebrew; and two dialogues were spoken, one in Latin and one in English.

The site chosen for the College buildings was a lot of ten acres on a hill-side, facing the town from the North, and commanding a magnificent view of the broad valley, the beautiful town, and the creek that winds along in the distance like a thread of silver. The corner-stone of the first building erected was laid in July, 1820. This building consists of a central structure three stories high, surmounted by a cupola and wings, the whole forming a front of one hundred and twenty feet in length. A second three-story brick building was erected in 1855. Hulings Hall, erected in 1881, with funds contributed by Marcus Hulings, of Oil City, is four stories high, and has a frontage of one hundred feet. This building is occupied as a boarding-house by the lady students.

The College was fairly attended in its earlier years, but mostly by young men pursuing a short and irregular course of study, for up to 1832 it had only graduated twelve students. Great efforts were made to increase the patronage. A German professorship was established in the hope of attracting students from among the Germans who had begun to settle in Western Pennsylvania, the Masonic fraternity were asked to endow a professorship of Mathematics, and to interest themselves in the College in other respects, and the institution was for a time converted into a military school; but all these projects failed to secure the desired success. No man ever labored more faithfully to build up an educational institution than President Alden; but the population of Western Pennsylvania was at that time sparse, the people were poor, labors such as his were appreciated by comparatively few, and at last he was compelled to give up the unequal struggle; he resigned, and the College closed.

The Pittsburgh Conference of the Methodist Church held a session at Meadville in 1833; the establishment of an institution of learning had been for some time under consideration, notice was taken of the vacant Allegheny College buildings, and an agreement was soon entered into to re-open the College and place its management entirely in the hands of the Conference. Thus two institutions of learning were lost to Presbyterian control the same year, Dickinson and Allegheny, and the young Methodist Church, full of vigor and zeal, assumed possession. In accordance with what seems to have been the policy of the Methodist Church at that time, the new board of trustees adopted the following resolution: "That the board deem it highly expedient to attach to the College the

justly celebrated manual labor system, thereby to facilitate the education of the youth of our land, and send them into the world with vigorous constitutions, correct morals, and business habits, as soon as funds can be obtained to accomplish the object." To carry this resolution into effect, a farm of forty-two acres was purchased, and contributions were solicited from the church and the public, and the Legislature was asked for an appropriation to enable the board to pay for the farm, and to erect the required buildings and shops. This manual labor project did not prove a success, and was abandoned; but the College, though at times suffering from insufficient income and other causes, gradually grew stronger, until now it may fairly claim to be classed among the leading Colleges of the State. The usual attendance in the College proper is about one hundred, with an equal number in the Preparatory department. The alumni number seven hundred. For some years young ladies have been admitted to all the privileges of the College, and their names appear in all the College classes. A military department was organized in 1877, and is under the direction of an officer of the United States army, detailed for this duty by the Secretary of War. The Presidents of the College, since the resignation of Dr. Alden, have been Rev. Martin Ruter, D. D., Rev. Homer J. Clark, D. D., Rev. John Barker, D. D., Rev. George Loomis, D. D., Rev. Lucius H. Bugbee, D. D., and Rev. David H. Wheeler, D. D., LL. D.

Allegheny College has a well equipped chemical laboratory, possesses a valuable library, and is well supplied with philosophical apparatus. It possesses two museums, one of collections in Natural History and the other of collections in the history of Art. The former is large and valuable, the Alger collection alone it is said cost the collector \$35,000; the latter is small, but admirably adapted to the purposes of teaching.

WESTERN UNIVERSITY OF PENNSYLVANIA.

In the year 1819, the Legislature passed an Act incorporating the Western University of Pennsylvania at Pittsburgh. It was intended to be to the Western part of the State what the University of Pennsylvania at Philadelphia was to the Eastern. The University was a development of the old Pittsburgh Academy chartered in 1787, and the first University classes, organized in 1822, were taught in the Academy building. Apart from the dwelling house that was purchased for the President, the first University building, a large three-

story stone structure, was erected on a site in the southeastern part of the city, near the Monongahela river, in 1830. This building, with furniture, library and cabinet, was burned in the great fire of 1845. A second building, erected soon after on Duquesne Way, was also burned in 1849. These and other circumstances were very discouraging, and for a time threatened the project of establishing a higher institution of learning at Pittsburgh with complete failure. But plucking up courage, a third building was erected on Ross and Diamond streets, in 1855, and henceforth the University maintained a firmer footing and continued to grow stronger with slow but sure steps. In 1871, a leading citizen of Pittsburgh, William Shaw, gave the institution \$100,000 on condition that the trustees would secure the same amount from other sources; this was done. In 1882, the property of the University at Ross and Diamond streets was sold for \$80,000 to the county of Allegheny as a site for a court house; and the University took up quarters temporarily in the building of the Theological Seminaries of the United Presbyterian and Associate Reformed Presbyterian churches in Allegheny. It will not be long before it will provide itself with a new home suitable to its wants, somewhere near the great city whose care it will be to protect and foster it.

In its earlier years the number of students attending the University was not large, averaging perhaps forty or fifty; but there have been times in later years when the number swelled to nearly three hundred, two-thirds of the number being in the Preparatory department. The faculty has been increased from five in 1859, to eighteen in 1884. The institution is fairly endowed, and possesses a cabinet of ten thousand choice specimens in Natural History, a library of six thousand volumes, and extensive philosophical and chemical apparatus. The University is best known perhaps by its Astronomical Observatory, situated on an elevated site, with ten acres of land and a dwelling house for the director in the city of Allegheny. This Observatory, under the directorship of Prof. S. P. Langley, has taken rank with the very best observatories of its class in the country.

The Presidents of the Western University have been Rev. Robert Bruce, Rev. John F. McLaren, D. D., George Woods, LL. D., Rev. Henry McCracken, D. D., and Prof. M. B. Goff. The University is in no sense sectarian, but the dominant influence in its management has always been Presbyterian.

LAFAYETTE.

Doubtless the seeds of Lafayette College are to be found in the old Union Academy which for many years was the principal educational institution at Easton; but the first direct step looking towards the founding of a College was a meeting of citizens held at the Easton hotel, December 27, 1824. At this meeting it was resolved that an effort should be made to establish at Easton an institution of learning of a higher character than any then existing; and in recognition of the services of General Lafayette, who was then on a visit to the country, it was agreed to call it Lafayette College. James M. Porter, the most active promoter of the movement, was elected President of the first board of trustees, and was continued in this office by successive boards for twenty-five years. A charter was obtained in 1826; but owing to a want of funds to erect buildings, the College was not fairly organized until 1832.

George Junkin, D. D., was the first President of Lafayette College. He accepted the presidency on condition that the provision in the charter requiring instruction to be given in military tactics should be dispensed with, and manual labor substituted. The charter was changed in accordance with his wishes, and a farm was leased, on which it was proposed to furnish work for the students. Dr. Junkin had been Principal of the Manual Labor Academy at Germantown; but not meeting there with the expected success, as he thought because the institution was located too near a great city, he was anxious to continue the experiment of manual labor under what he supposed to be more favorable circumstances at Easton. Upon his leaving it, the institution at Germantown closed, and a number of students followed their Principal to Lafayette. "Thus it will be seen," says the first report of the board of trustees, "that in a qualified sense Lafayette College is a continuation of the Manual Labor Academy of Pennsylvania." The first work on the farm was the erection of an addition to the house already on the premises; and although the ground was frozen and partly covered with snow, this was done almost wholly by the students, under the direction of the President. The building was a frame one, thirty-one feet square, two stories high, with garret rooms finished and basement fitted up for workshops. "It is divided," says the report already quoted, "into eight lodging rooms, two schoolrooms, and the shop, and was constructed by the labor of the students, except eight days' work in the quarry, the masoning and plastering."

The first session of the College was attended by sixty-seven students, and, in addition to the studies of the schoolroom, they worked on the farm and in the garden and shops. There were turned out from the shops, irons for cultivators, packing boxes, trunks, and agricultural implements, among the latter the "Lafayette Plow." A few years later window blinds and sash were made a specialty, but the trustees complained that they could not find sale for them. It was customary for the students to work enough to earn about one-fourth the amount charged for tuition, boarding, and shop room. At this time the faculty, in addition to the President, who was Professor of Mental and Moral Philosophy, Logic, Rhetoric, and the Evidences of Christianity, consisted of Charles F. McCay, A. B., Professor of Mathematics and Natural Philosophy; James J. Coon, A. B., Professor of Latin and Greek; Daniel Gaston, Business Agent, and Thomas Pollock, Farmer.

To secure a permanent location for the College, the trustees purchased eleven acres on "Mount Lafayette" as it was called, an elevation overlooking the town of Easton and commanding one of the most beautiful and picturesque views in the State. Here the first permanent buildings were erected, and here the great College stands to-day. The first buildings consisted of the old College edifice called Brainerd Hall, in memory of the devoted missionary to the Indians about the Forks of the Delaware, one hundred and twelve by forty-four feet, a shop, and a dwelling for the Business Agent.

The untiring energy and devotion of the President of the College and those who co-operated with him could not make the manual labor system a permanent success, and it was abandoned, as was also, as elsewhere related, the plan of a special course for teachers with a model school for practice. Seeing his dearest projects fail, and discouraged by the troubles that seemed to meet the College on every side, at times threatening its utter ruin, Dr. Junkin, in 1841, resigned and was succeeded by Rev. John W. Yeomans, D. D.; but longing to complete his work, he returned to his old place, in 1844, only to meet fresh causes of discouragement and to retire again at the end of four years. Rev. Charles W. Nassau, D. D., Vice President, now assumed charge, *pro tempore*, and during his administration the direction of the College was transferred to the Presbyterian Synod of Philadelphia. Under this arrangement, the Presidents of the College have been Rev. D. V. McClean, D. D., Rev. George W. McPhail, D. D., Rev. William C. Cattell, D. D., and Rev. James H. Mason Knox, D. D.

Lafayette College now has five buildings devoted to the purposes of instruction, including the magnificent Pardee Hall, erected by the munificence of Ario Pardee, of Hazleton, at a cost of \$250,000. Mr. Pardee's benefactions to the college amount to \$500,000. This Hall, burned in 1879, was at once reconstructed on a grander scale than before. It is used for the scientific department, and contains the museum, lecture rooms, and laboratories. There are seven dormitories, four of them known as students' homes. A family resides in each, with whom the students board. The College maintains a good reading room and possesses a library of over twenty thousand volumes. There are an Astronomical Observatory and a Chemical Hall on the grounds. The faculty consists of twenty-five or thirty professors, and the students number between three and four hundred. A dozen professors' houses, all neat, some elegant, cluster around the College. A Law department was organized in 1875; and the College may fairly claim, in its large facilities for instruction and the breadth of its courses of study, to be approaching the standard of a true University.

Doubtless many have had a share in the work of building up Lafayette College; but it is only just to say that the credit is mainly due to the man who held the office of President from 1857 to 1883, active, genial, energetic, devoted with his whole soul to the task intrusted to him, and as apt in the ways of business as in the management of the College, William C. Cattell. On the point of suspension when he was called to the presidency, and with only two poorly-furnished buildings belonging to it, he left it with a rank among the foremost institutions of learning in the State or country.

PENNSYLVANIA.

In 1825, the Lutheran Theological Seminary was established at Gettysburg. At first it had few students and no money, but after a few years, with the aid of friends in this country and in Germany, it was in a condition to erect buildings and impart a regular course of instruction to full classes. Some of the students applying for admission were found deficient in those attainments deemed necessary as a foundation for profitable theological study, and to supply this want, in 1827, a Preparatory department was organized. In 1829, the old Gettysburg Academy property was purchased for its use. The department soon grew into what was called the Gettysburg Gymnasium, which, under the direction of an association of

stockholders, in 1832, was expanded into a College, and received a charter from the Legislature.

The main College building, located on a beautiful plat of ground within the borough limits, and completed in 1839 or 1840, is one hundred and fifty feet in front, four stories high, and contains the chapel, library, rooms of the literary societies, recitation rooms, etc. The building used for the Preparatory department is called Stevens Hall, in honor of Thaddeus Stevens, to whom the College is indebted for valuable services. Linnæan Hall stands a short distance west of the College building, and contains some good collections of specimens in the various departments of natural history. The institution possesses a well-equipped Astronomical Observatory, and a special building fitted up as a Gymnasium furnishes the students with every desirable facility for exercise and recreation. The libraries connected with the College contain over twenty thousand volumes. The foundation of the College in the Preparatory School and the Gymnasium was laid by Rev. D. Jacobs, the first Principal, and Rev. H. L. Baugher, who followed him. The Presidents of the College have been Rev. Charles Philip Krauth, D. D., Rev. Henry Lewis Baugher, D. D., Rev. Milton Valentine, D. D., and Rev. Harvey W. McKnight, D. D.

The alumni of the College number over seven hundred, and the students in the collegiate courses are generally about one hundred. The endowment amounts to about \$125,000, with prospects of a considerable increase. The institution has a well organized Scientific department, and confers the degree of Bachelor of Science. In its earlier years, like Jefferson, it had a Medical department located in Philadelphia, and a Law department; but neither of these ever met with much success, and both were long since abandoned. The attempt made in 1833 to connect workshops with the College, as at Allegheny and Lafayette, was a failure.

THE UNIVERSITY AT LEWISBURG.

The movement which resulted in the founding of a University at the pleasant inland town of Lewisburg, was inaugurated in 1845 by the Northumberland Baptist Association at a meeting held at Shamokin. Here, Rev. William H. Ludwig, from a committee to whom the subject had been referred, reported the following resolution, which was adopted: "*Resolved*, That we esteem it desirable that a literary institution should be established in Central Pennsylvania,

embracing a High School for male pupils, another for female, a College and also a Theological institution, to be under the influence of the Baptist denomination." In favor of this action it was stated that the existing Colleges were so located "as to leave the central and northern part of Pennsylvania, a region extending more than two hundred miles from East to West, and more than one hundred from North to South, wholly unoccupied by any literary institution above the grade of an ordinary Academy." The project proposed by the meeting at Shamokin was carried into effect by an organization known as the "Baptist Literary Association of Pennsylvania." Through its agency a charter for a University at Lewisburg was obtained from the Legislature in 1846, and means were set on foot for raising the necessary funds to erect buildings. Instruction was begun a few months later in the basement of the Baptist church, with two teachers and twenty-two students. The first class was graduated in 1851. By 1849, subscriptions were reported to the amount of \$100,000, a site was purchased and a building for the Academy was erected. The west wing of the main College building was erected in 1850, but the remaining parts were not completed until 1858. The Female Seminary was completed at about the same time. The College building as it now stands has a front of three hundred and twenty feet, the central portion being three and the wings four stories high. The Academy building contains a chapel, school-room, recitation rooms, society halls, rooms for the Principal and his family, and accommodations for boarding a large number of students. The College and Academy buildings are located in a grove of native trees with a campus of twenty acres, the elevated site commanding a magnificent view of the whole surrounding country. The Seminary building is fitted up with all the modern conveniences of a Female Boarding School, and has a beautiful campus of its own comprising six acres.

The Theological Department once connected with the University was some years since removed to Chester, and at present the institution embraces; first, a College with a full faculty and about one hundred students; second, a Preparatory classical department, devoted almost exclusively to preparing students for the College classes; third, the Academy, a Boarding School for boys, and fourth, the Institute, a Seminary for girls. The College, Academy and Seminary has each a separate faculty; but the whole is under the direction of one President and one Board of Trustees. The University

is fairly equipped for the purposes of instruction in the way of apparatus, cabinets and libraries. A reading room is maintained and an Art Collection has been commenced. Its property is estimated at \$328,350, of which more than \$200,000 is held as an endowment fund. This fund has been lately increased, and the institution evinces in all its departments a vigorous life that is full of promise.

Lewisburg University is under Baptist control, but among its trustees, teachers and students there have always been numerous representatives of other denominations, and the whole spirit of its instruction and life is broad and liberal. It was the first of our Colleges in Eastern Pennsylvania to admit colored men to its full privileges. The Presidents of the University have been Rev. Stephen W. Taylor, Rev. Howard Malcolm, D. D., Rev. Justin R. Loomis, LL. D., and Rev. David J. Hill, LL. D.

THE WESTERN COLLEGES: WAYNESBURG AND WESTMINSTER.

Waynesburg College, at Waynesburg, and Westminster College, at New Wilmington, were chartered about the same time, 1850 and 1852; both were founded by branch Presbyterian denominations, the former by the Cumberland Presbyterians, and the latter by the United Presbyterians; both have from the first, or for a long time, admitted women to the privileges of their courses of instruction; both have been distinguished for the large number of students pursuing an irregular course of study, and both have encountered about the same difficulties and met with about the same degree of success.

The first College building erected at Waynesburg, consisted of a three-story brick edifice completed in 1851. In 1876, a much larger and more convenient building was erected. This building has a frontage of one hundred and fifty feet. At New Wilmington, the College exercises began in a church, then they were conducted for some time in a small, plain building hastily constructed, and meant to be occupied only temporarily; in 1854, a brick building, ninety by fifty-eight feet and three stories high, was completed. This building was burned in 1861 and rebuilt on a larger scale soon after. The College building, as it now stands, is one hundred and sixty-eight feet long and sixty-eight feet wide, and three stories in height. An additional building for a boarding hall has been recently constructed.

Neither the College at Waynesburg nor that at New Wilmington has been able to equip itself with apparatus, museums and libraries

equal to those of some of our older and stronger Colleges, but each has made a good beginning in these respects. At Waynesburg, the number of students is usually about two hundred, with thirty or forty in the College proper; at New Wilmington, for the year 1883-4, there were eighty-six in the College proper and one hundred and fourteen either unclassified or in the Preparatory department. Waynesburg has graduated three hundred and twenty-five students; Westminster, six hundred and five. Both Colleges have always made a specialty of training teachers, and many of the best teachers in Western Pennsylvania have been educated at one or the other. Westminster is probably the only College in the State, not established specially for that race, that never excluded persons of color.

The Presidents of Waynesburg College have been Rev. Joshua Loughran, Rev. J. P. Weethee, Hon. John C. Flenneken, *pro tempore*, and Rev. A. B. Miller, D. D.; of Westminster, Rev. James Patterson, D. D., Rev. R. A. Browne, D. D., Rev. E. T. Jeffers, D. D., and Rev. John Knox McClurkin.

THE TWO QUAKER COLLEGES, HAVERFORD AND SWARTHMORE.

In 1827, the Society of Friends in the United States split into two branches, which, following the distinctions common in other religious bodies, may be called the high church branch and the low church branch. Haverford College was founded by the high church, or "Orthodox" branch of the Society; Swarthmore College by the low church, or "Hicksite" branch. Both are located in Delaware county, near Philadelphia.

Westtown Boarding School remained in the hands of the high church branch of the Society, but many intelligent Friends felt the want of an institution of learning of collegiate rank, and about 1830 began to agitate the subject in meetings of the Society, and through the columns of "The Friend." Conferences of those interested were held both in Philadelphia and New York. The result was the organization of the "Haverford School Association," and the establishment, in 1833, of Haverford School. From the first, the course of study was fully equal to that of the Pennsylvania Colleges of the day, and classes were regularly formed and graduated; but the name of College was not at first assumed, owing to the sentiment entertained against pretentious titles by some of the older or more strict Friends. The man who seems to have been most active in all the preliminary movements that preceded the establishment of the

school was Daniel B. Smith, one of the most enlightened and public-spirited citizens of Philadelphia; and when the school was opened, this broad-minded Friend was induced to accept the chair of Mental and Moral Philosophy and English Literature, and for twelve years was the animating spirit of the place.

In 1856, Haverford School became formally, by an Act of the Legislature, Haverford College. The buildings as they now stand, consist of Founders' Hall, completed in 1833; the Astronomical Observatory in 1852; the Chemical Laboratory and Gymnasium in 1853; the Alumni Hall and Library in 1864; Barclay Hall in 1877; the New Observatory in 1883, and the Machine Shop in 1884. Barclay Hall is a splendid structure of granite, and has a front of two hundred and twenty feet. All the older buildings have been much improved of late years, and are kept in excellent condition. The grounds embrace sixty acres, and nothing of the kind more beautiful exists in the State. There are beds of flowers, well-kept lawns, and shady retreats, with fields for cricket, base-ball, foot-ball, archery, and lawn-tennis. The libraries contain about fifteen thousand volumes, and the College is admirably equipped with the usual means of illustrating the natural and other sciences. There are twelve professors and instructors, and the students in the regular College courses number from eighty to a hundred. Special attention and some pecuniary assistance are given to such students as intend to become teachers, and the machine shop furnishes an opportunity for work to those who desire to fit themselves for practical mechanics. The endowment is about \$200,000. The charter provides that "the College shall be open for the admission of the sons of Friends, and of others who are willing that their children should be educated in conformity with the principles" of the Society that controls it. Thomas Chase, Lt. D., LL. D., is President of the College, his predecessors having been John Gummere and Samuel A. Gummere.

For many years the low church branch of the Society of Friends was without a higher institution of learning; but in 1865, after much consultation, it was decided to establish a College; a magnificent site with extensive grounds was selected in Delaware county, on the Central Division of the Philadelphia, Wilmington and Baltimore Railroad, and thereon was erected a massive stone building three hundred and forty-eight feet long, and four stories

high. The institution thus founded was called Swarthmore College, in memory of the home of George Fox, the founder of the Society. In recognition of the doctrine of equality, dear to Friends, the board of managers or trustees was constituted of the same number of persons of each sex, and provision was made for admitting girls as well as boys to the privileges of students. It is the only College in the State that stands upon this broad platform. Four years elapsed after laying the corner-stone of the main building before the College was opened for students, 1869, and its friends had to wait four years more for the graduation of the first class, consisting of five young women and one young man. When fully equipped for work, Swarthmore College cost fully \$500,000; and gazed at from without or examined from within, the institution could not but be classed as among the very finest and most complete in the State. In 1881, just at the opening of the Fall session, the main building was destroyed by fire, and with it much valuable furniture and apparatus. The class exercises, however, were interrupted but for a few days; temporary quarters were secured, and soon, phoenix-like, the new College buildings arose from the ashes of the old ones, and the institution is now grander in its proportions and more complete in its equipment than before.

Swarthmore College has connected with it grounds to the extent of two hundred and forty acres, one-half of which is used for farming purposes to raise supplies for the College, and the remainder is laid out in avenues and lawns, and devoted to exercise and pleasure. Crum Creek, which bounds the property on the west, is an exceedingly picturesque stream, and furnishes excellent facilities for bathing, boating, and skating. Besides the main College building, there are other buildings, as follows: Science Hall; the Meeting House; the President's House; the West House, birth place of Benjamin West, used as a Professor's residence; the Farmer's house, with commodious farm buildings; a Laundry, Bakery, and Boiler house. Science Hall is constructed of stone, and consists of a centre building forty-four feet by sixty-four, and two wings, each forty-three feet by thirty-three. It contains, among many other things, a Blacksmith Shop, a Brass Foundry, a Machine Shop, an Engineering room, and Chemical, Physical, Metallurgical, and Mechanical laboratories. Power by steam is furnished, and to those desiring it, "Regular and systematic instruction is given in the use of tools, machinery, and processes." The institution has a reading

room, a good library, and a creditable museum. A Normal department is well maintained, and a special diploma is granted to those completing the teachers' course. The number of students is generally about three hundred, one-third of whom being in the College proper. Edward Parrish was the first President, He was succeeded by Edward H. Magill, A. M. Samuel Willets, a prominent merchant of New York, was the largest contributor to the College, and served as President of the Board of Managers during its earlier and most trying years.

COLLEGES FOR COLORED MEN.

Rev. Charles Avery, a man who took a deep interest in the welfare of the colored people, organized, in 1849, an institution in the city of Allegheny for the instruction of colored youth. Subsequently, it was chartered as Avery College. Mr. Avery donated ground for the College, erected buildings, provided a library, and supplied the institution with philosophical apparatus and a cabinet of specimens in natural science. Its main support for running expenses also came out of his generous pocket. He died in 1858, and the institution, having no endowment, soon closed its doors. The building is now used as a church and reading room by the colored people. The College was never largely attended, and but a small number of students were regularly graduated. The several Presidents were Philotus Dean, afterwards Principal of the Pittsburgh High School, H. Freeman, George B. Vashon and Henry B. Garnett.

Lincoln University is located near Oxford, Chester county. It was founded with the view of imparting a liberal education to young colored men. The Ashmun Institute out of which it grew was established, in 1854, mainly by the efforts of Rev. John Miller Dickey, who likewise was for many years the main-stay of the University. A marble slab now occupying a place directly in front of the hall of the University Chapel, contains the following significant inscription taken from Paul's Epistle to the Romans:

1856.
THE NIGHT IS FAR SPENT:
THE DAY IS AT HAND.

This stone was engraved for the Institute building at a time when the friends of the colored man were few and weak, and the slave

power ruled the nation. It was not only a courageous protest against slavery, but a prophecy of its downfall soon to come.

The University was chartered in 1866. There are four University buildings and four Professors' houses. The chapel is a beautiful room and will seat one thousand persons. There are departments of Law, Theology, Medicine and Pedagogy. The faculty consists of about twenty-five professors and assistants. The students number over two hundred, and two hundred have been graduated. The University possesses a good library, and is fairly equipped for the purposes of instruction with apparatus and cabinets. Rev. Isaac N. Rendall, D. D., has faithfully filled the office of President for many years.

Lincoln University always made a specialty of preparing teachers, and, from 1869 to 1872, it received a kind of State recognition as a Normal School for colored teachers, and appropriations to the amount of \$25,241.92 were made to assist it in this good work.

In regard to the educational capabilities of the colored students, the President, in one of his reports, says: "They are competent to follow wherever we can lead the way, and manifest both talent and genius in original researches. I think a thorough investigation of the work of the University would remove any skepticism as to the ability of the colored race to receive a high degree of education and to make the highest attainments, whether in the walks of science or of philosophy."

The Legislature, in 1869, incorporated an institution of learning under the name of the "African College." No location is mentioned in the Act. Full University privileges were granted. The following section shows the broad purposes entertained by the projectors: "The African College will have all the advantages of a first-class University, embracing the arts and sciences, and the learned professions of Law, Theology and Medicine; the institution to include an Academy for preparatory studies for College, also different buildings for male and female pupils, and will be connected with a farm and a manufacturing establishment, where the male students will be taught agriculture and the mechanical arts and business; the females will be taught the arts and sciences, housekeeping, needle-work and other useful business suitable for their sex." What steps, if any, were taken to carry this project into effect is unknown, but it is certain the African College was never opened for students.

THE CATHOLIC COLLEGES.

The Catholic church, in a quiet way and within itself, has accomplished wonders for the education of the youth connected with it. In addition to a parochial school for elementary instruction conducted by almost every congregation strong enough to maintain one, some equaling in size and equipment the best of our public schools, it has numerous Academies and Seminaries, and the following chartered Colleges: Villa Nova, in Delaware county; St. Vincent, in Westmoreland county; St. Francis, in Cambria county; St. Joseph's, La Salle and Germantown Day College, in Philadelphia, and the College of the Holy Ghost, in Pittsburgh.

The Augustinian College of St. Thomas of Villa Nova was founded by the "Brothers Hermits of St. Augustine," who, in 1841, purchased a farm of one hundred and ninety-eight acres and prepared to open a school for both lay and ecclesiastical purposes. The first students were required to defray a portion of their expenses by work on the farm. In 1849, the school was chartered with full collegiate powers by an Act of the Legislature. On account of financial embarrassments, the College was suspended from 1859 to 1865. Since its reopening it has enjoyed a good degree of prosperity, the number of students in attendance being about one hundred. The buildings are admirably located; and, as seen from the Pennsylvania railroad, present an attractive appearance. The property is valued at \$350,000. The institution has no endowment, the principal support being derived from tuition fees. The Professors, in accordance with the custom of their order, receive no salaries. The libraries contain about ten thousand volumes.

Boniface Wimmer, a priest of the Benedictine order, came from Bavaria to America, in 1846, for the purpose of establishing an institution for the education of young men for the priesthood. Providence seems to have directed his steps to Western Pennsylvania. He found in Unity township, Westmoreland county, in the midst of a settlement of a few Catholic families, a plain brick church, a small house for the use of the pastor, a frail log barn, and a little school-house belonging to the congregation. This was the beginning of St. Vincent Abbey and College. Upon this apparently insignificant foundation there has been built up, mainly by the self-sacrificing efforts and indomitable energy of the Abbot Wimmer, a great institution, including an immense building four hundred feet long and

two hundred and ten feet deep, with accommodations for the College and its three or four hundred students; a farm of several hundred acres, with its brick barn two hundred and twenty-two feet in front; a flour mill, a brewery, a printing office and book-bindery, a photograph gallery, and shops for many departments of mechanics. The College was chartered by the Legislature in 1870. It has a liberal curriculum and a full faculty. Its facilities for study consist of a library of over sixteen thousand volumes, a large equipment of chemical and philosophical apparatus, a herbarium of fourteen thousand specimens and other valuable collections in natural science, and a coin-collection of four thousand pieces. The direction of the establishment is in the hands of the Benedictine Fathers.

On an eminence in the town of Loretto, Cambria county, stands the Franciscan Monastery, a large and handsome structure known as St. Francis College. The Monastery and College were founded by six Franciscan Brothers who came from Ireland in 1847. In 1850 the College was opened, and received its charter in 1858. There are ten professors, and the attendance of students is about one hundred. The College has a full collegiate course, with scientific, preparatory and mercantile departments.

St. Joseph's College was chartered in 1852. It is in charge of the Jesuit Fathers. The attendance of students is about one hundred and fifty. The library contains five thousand volumes. It admits students of all degrees of acquirement. A new building has recently been erected for the Preparatory classes.

La Salle College is under the control of the Brothers of the Christian Schools. It was incorporated by the Legislature in 1863. Like St. Joseph's it has a collegiate, academic, commercial and primary department. The attendance of students is about two hundred, of whom one-third are in the College proper.

Germantown Day College is conducted by Priests of the Congregation of the Mission attached to St. Vincent's Seminary. The number of students is from twenty to thirty.

The College of the Holy Ghost, Pittsburgh, was founded in 1878 and chartered in 1882. There are twelve professors and about two hundred students.

LEHIGH UNIVERSITY.

Asa Packer, the founder of Lehigh University, came from Connecticut, in 1823, on foot, to seek his fortune in Pennsylvania. His equipment was strong arms, a stout heart, a little education, and a few dollars in his pocket. He stopped in Susquehanna county, learned the business of a carpenter and worked at the trade; bought land, cleared it, built a log cabin, married, and lived the hard life of a pioneer for eleven years; engaged in boating coal from the Lehigh Valley to Philadelphia, acting as captain of his own boat; went into merchandising at Mauch Chunk, carried on mining and transporting coal, projected and built railroads, amassing thereby a colossal fortune; served the people as Judge, as a member of the Legislature and in Congress, and ran as the candidate of his party for Governor of the State; and died, May 17, 1879, leaving Lehigh University as a monument.

Judge Packer donated to Lehigh University, in 1865, one hundred and fifteen acres of land and \$500,000 towards the erection of buildings. During his life he gave \$500,000 more in the way of equipment and maintenance. In his will he secured to the University an endowment of \$1,500,000 and to the University Library one of \$500,000. He further provided that in case his surviving children should die without issue, a considerable portion of the estate left to them should go to the University. His two sons have since died childless, and his daughter, Mary, is about erecting a church for the University at a cost of \$200,000. The additional endowment to the University from the Packer estate will probably amount to several millions of dollars, thus enabling it to become what its founder hoped, not only great but free.

The University Park comprises a tract of one hundred and twenty-two acres, seven acres of which were the gift of Charles Broadhead, of Bethlehem, located in South Bethlehem, on a gentle wooded slope of Lehigh mountain, facing the river. The situation could not be more healthful or the scenery more picturesque. The buildings, in addition to the residences of the President and Professors, consist of Packer Hall; the University Library; the Gymnasium; the Sayre Observatory; the Laboratories; Christmas and Saucon Halls, containing the students' rooms; and the church, which is in process of erection. All of these buildings are handsome specimens of architecture, commodious and admirably adapted to their several purposes. The Gymnasium and Laboratories are equal to anything

of the kind in the United States. The Library contains shelf-room for eighty thousand volumes. The original design of the institution "was to afford the young men of the Lehigh Valley a complete technical education for those professions which had developed the peculiar resources of the surrounding region." Instruction is given in the ancient classics and general literature; but the main strength of the institution is turned in the direction of Engineering, Chemistry, Metallurgy, Electricity, and the several natural sciences, for teaching which it is most thoroughly equipped.

Tuition in all departments of Lehigh University is entirely free. The number of students in attendance is from three to four hundred, and there are twenty-six professorial instructors. The Presidents have been Henry Coppée, LL. D., J. M. Leavitt, D. D., and Robert A. Lamberton, LL. D.

A GROUP OF YOUNG COLLEGES: MUHLENBERG, MORAVIAN, LEBANON VALLEY, PALATINATE, URSINUS, THIEL, MONONGAHELA AND GENEVA.

Each of the Colleges named in this group has but a brief history, for the oldest of them is not much more than twenty-one years of age.

The history of Muhlenberg College, at Allentown, begins with Allentown Seminary, opened in 1848 by Rev. C. R. Kessler, as a Teachers' Seminary. It failed as a Teachers' Seminary, but attained a good degree of success as a classical school; and, in 1864, was chartered by the Legislature with collegiate powers, under the name of the Allentown Collegiate and Military Institute. In 1867, the name was changed to Muhlenberg College, in honor of one who may be considered the father of the Lutheran church in America, Henry Melchoir Muhlenberg. The College buildings are not large, but they are surrounded by a fine campus of five acres. The income of the institution is derived from tuition fees, church aid, and an endowment fund of about \$100,000. The libraries contain about seven thousand volumes. The students number from one hundred and fifty to two hundred, but more than two-thirds of them are in the Preparatory department. The Presidents have been Rev. Frederick A. Muhlenberg, D. D., and Rev. B. Sadtler, D. D.

An institution in the form of a Theological Seminary was opened by the Moravians at Nazareth, Northampton county, in 1807. To prepare young men properly to enter upon a course of Theologi-

cal study, it was found necessary to give them instruction in the learned languages, and thus there gradually grew up, in connection with the Seminary, a classical department. For many years the institution had no settled location, but was moved several times from Nazareth to Bethlehem and from Bethlehem to Nazareth. In 1863, the classical department was organized as a College, and the home of both departments has since been at Bethlehem. Full collegiate powers were granted by an Act of the Legislature. The buildings are plain, but like all the educational work of the Moravians, the course of study is liberal and the instruction thorough.

Lebanon Valley College, at Annville, Lebanon county, has roots that run back to the Annville Academy, founded in 1834. In 1859, the old Academy building was torn down, and a three-story brick building was erected in its place. This building was presented as a gift to the East Pennsylvania Conference of the United Brethren in Christ, who, at a meeting held in 1865, had resolved "to establish a school of high grade for the education of young men and women." The College was chartered by the Legislature in 1867, and the same year the Conference appropriated \$25,000 for the purchase of additional grounds, increasing the campus to six acres, and the erection of a commodious College building. The endowment is only \$20,000, but in case of need the church gives pecuniary support. As yet the College has been unable to supply itself with a large library or much costly apparatus. The students of both sexes in all the departments number about one hundred and forty, one-third of whom pursue the regular College course. Rev. Thomas R. Vickroy was the first President. His successors have been Professor Lucian H. Hammond and Rev. David D. DeLong.

Palatinate College, Myerstown, Lebanon county, is a child of the Lebanon Classis of the Reformed Church. It was located at Myerstown because the citizens of that place raised the money necessary for the erection of buildings. The College was incorporated by the Court of Lebanon county in 1868. The building has a front of one hundred and sixty feet, and furnishes boarding accommodations for one hundred students. The College is open to both sexes, and there have been times when the number of students reached two hundred; but few remain to graduate. It has no endowment, and in consequence its work is greatly crippled. Presidents: Rev. George

W. Aughinbaugh, D. D., Rev. George B. Russell, D. D., and Rev. William C. Schaeffer.

Ursinus College, in Upper Providence township, Montgomery county, is under the patronage of the Reformed Church. The College has a small endowment, but mainly depends for support upon tuition fees and contributions. The number of students is generally about one hundred and twenty, but at least two-thirds of them are in the Preparatory department. A Theological school is connected with the College. Rev. J. H. A. Bomberger, D. D., has been President from the beginning, and is the mainstay of the institution.

Thiel College, Greenville, Mercer county, was established by the Evangelical Lutheran church. It takes its name from A. L. Thiel, of Pittsburgh; who largely endowed it. The institution started as an Academy at Phillipsburg, Beaver county, in 1866, where it was chartered as a College in 1869. It was removed to its present location in 1871, the citizens of Greenville having offered seven acres of land and twenty thousand dollars in cash as an inducement. A farm has since been purchased, and is used in connection with the College. The buildings are fair, and the surroundings beautiful. The endowment now amounts to nearly \$100,000, mostly derived from the benefactions of the generous founder. Both sexes are admitted, and the number of students is usually about one hundred, most of them as yet in the Preparatory department. Rev. H. W. Roth has been the only President.

In the little town of Jefferson, Greene county, the Baptists of Southwestern Pennsylvania founded an institution of learning, in 1867, which was chartered under the name of Monongahela College, in 1871. The grounds consist of fourteen acres, and the buildings are comfortable though small. The endowment is \$30,000. Creditable progress has been made in securing apparatus and a library. The College admits both sexes, and several ladies occupy places in its faculty. The students number about seventy-five, only a few of whom are in the regular College course. Rev. H. R. Craig has been President from the first.

Geneva College was removed to Beaver Falls, Beaver county, in 1880, from Ohio, where it was founded in 1848 by the Reformed

Presbyterian church, under whose control it remains. The charter granted in this State gives the institution full collegiate powers. The building at Beaver Falls cost \$40,000, the endowment is \$60,000, and the attendance of students in all departments about one hundred and twenty. Both sexes are admitted to equal privileges. The College building contains a chapel, recitation and lecture rooms, and rooms for the literary societies, library, museum, and chemical and philosophical apparatus. The president is Rev. H. H. George, D. D.

SOME DEAD COLLEGES.

Colleges die like men, some prematurely, some violently, and some of old age. An account of our dead Pennsylvania Colleges has an interest as a moral, if not as a history.

Union Academy, at Uniontown, was chartered in 1808, and continued in operation until 1828, when all the property belonging to it was vested in Madison College, incorporated the year previous. President Madison, after whom the College was named, donated two thousand dollars for the purchase of the lot on which the College building was erected. It was a plain, two-story brick edifice. The State made a grant of five thousand dollars to the College in 1828, and it drew the regular appropriation to Colleges under the Act of 1838. The trustees were authorized by the charter to establish an agricultural department, and they took some steps in this direction, but they were not allowed to compel students to work contrary to the wishes of parents or guardians. In the beginning, the Methodist church had control of the College, and the President and Professors were of that denomination. After a few years the support of this church was transferred to Allegheny College, and Madison passed first into the hands of the Cumberland Presbyterians, and when they grew tired of it, into those of the Protestant Methodists. No class, as far as can be ascertained, was ever graduated, and the institution at all times was more of an Academy than a College. About the beginning of the Civil War, what of life still lingered in it became entirely extinct, and the property was sold to private citizens. Subsequently, the buildings were for a time occupied by a Soldiers' Orphan School.

Bristol College was established under the patronage of the Episcopal church in 1833. A subscription of five thousand dollars was made by the Episcopalians in Philadelphia. The site was a fine

tract of nearly four hundred acres of land on the Delaware river, three miles below Bristol. The main building, two hundred and ninety-six feet long, was quite imposing, the central part being fronted with tall Ionic columns. During its early years, under the presidency of Rev. Chauncey Colton, the College had as many as one hundred and fifty students, of whom nearly fifty were in the Freshman class; but this prosperity was short-lived. It is not known that a single regular class was graduated. From a College the institution changed to a classical school, then to a military school, and finally to a Soldiers' Orphan School for colored children. It is now wholly dead.

In the year 1832, the Philadelphia Baptist Association established a Manual Labor Academy at Haddington, in Blockley township, Philadelphia county, which four years later was chartered as Haddington College. About 1838 it was removed to Germantown. Here Rev. Henry K. Green was the principal teacher, and such well-known citizens as Horatio Gates Jones and Charles J. Wister, of Philadelphia, and A. Herr Smith, of Lancaster, were among the students. The institution lived only a few years.

In 1849, the Allegheny Conference of the church of the United Brethren in Christ, founded a school at Mount Pleasant, Westmoreland county, under the corporate name of Mount Pleasant College. It was first incorporated by the Court, but subsequently, in 1851, the Legislature granted an Act of incorporation. In 1858, Mt. Pleasant Union College was incorporated, and purchased the property of Mt. Pleasant College. By an Act passed in 1862, another change was made, and Mt. Pleasant Union College became Westmoreland College, and its management was vested in the Westmoreland Classis of the Reformed church. The institution never met with much success as a College, and, in 1871, the property was sold to William B. Neel. A few years later it went into the possession of an Association of Baptists, who soon after opened the building as a Seminary for both sexes, under the name of the Western Pennsylvania Classical and Scientific Institute.

There was at one time, at least on paper, a "Kittanning University," near Kittanning; and in continuation, the Columbia University was chartered by the Legislature in 1868. This institution being ambitious, advertised a course of study fully as comprehen-

sive as that of Harvard, but the building occupied was a rented one, there was no endowment, and death occurred in two years. Quite similar is the story of New Castle College, at New Castle, chartered in 1875. Both sexes were admitted, and the institution proclaimed the establishment of a classical, a scientific, a preparatory, a commercial, a telegraphic, a musical, an art, and a Normal department. The full-blown bubble was attractive for a season, but in a year or two it burst.

After the removal of Marshall College from Mercersburg to Lancaster, in 1853, a preparatory classical school was organized, in the vacant College buildings, which had gone into the hands of individuals, under the name of Marshall Collegiate Institute. It was fairly successful. In 1865, the property was again secured by the Reformed church, the school was reorganized and an Act of the Legislature was obtained granting it a College charter. It was now called Mercersburg College. Rev. Thomas G. Apple, now President of Franklin and Marshall College, was the first President. The attendance soon ran up to more than one hundred students. In 1871, the Theological Seminary followed Marshall College from Mercersburg to Lancaster and took with it Dr. Apple. This was a sad blow to the newly-organized College at Mercersburg. Dr. E. E. Higbee, now Superintendent of Public Instruction, resigned his professorship in the Theological Seminary, and accepted the presidency of the College, left vacant by the resignation of Dr. Apple. An heroic struggle was made to regain the lost ground and to build up the College. A full collegiate course of study was maintained and small classes were regularly graduated; but the institution suffered severely for want of funds and from other causes. In 1880, it was compelled to close its doors. They were again opened in 1881; but as a College it has not succeeded and is not likely to succeed.

H. T. Wells established a private institution of learning at Burlington, New Jersey, in 1860. Some time after it was moved to Andalusia, Bucks county, where it was chartered by the Legislature in 1866 under the name of Andalusia College. It can hardly be said to have ever exercised the functions of a College, and after a lingering existence as a Boarding School for boys, it died. Even more brief is the story of Rittenhouse College, chartered by the Legislature in 1850 to be located at or near Bedford, where the

trustees were authorized as soon as they had obtained sufficient subscriptions to purchase ground and erect buildings; of the Porter University, at Tarentum, Allegheny county, chartered by the Legislature in 1866, and named after John M. Porter, a public-spirited citizen, who left a legacy to establish an institution of learning; of the Cherry Tree Male and Female College, Westmoreland county, chartered by the Legislature with full collegiate powers in 1869, of which little or nothing is known; and of St. Gregory College, St. Mary's, Elk county, established by the Benedictine Order as a branch of St. Vincent College, and chartered by the Legislature in 1871. A building was provided, but the College was never opened. All of these died in early infancy and have no history. A more prolonged search would doubtless reveal other attempts at building Universities and Colleges on the sand, but it is thought little profit could come from exposing the wrecks.

HIGHER EDUCATION FOR WOMEN.

It is only within the last fifty years that much has been done in Pennsylvania for the higher education of women. Before that time there were a few Female Seminaries and Boarding Schools, but the opinion was general that higher education was unnecessary, if not hurtful, for women. Under the stimulus of a State appropriation a large number of Female Seminaries sprang into existence soon after the adoption of the common school system, but when the appropriation ceased many of them were compelled to suspend operations. The strongest survived, and others have been established since, so that the State is now well supplied with institutions of this character. In addition, nearly one-half of the Colleges of the State, originally intended for the male sex alone, now open their doors to women; the State Normal Schools, without exception, admit both sexes to equal privileges; many of our best Academies and Seminaries follow the example of the Normal Schools, and the public High Schools are generally as free to girls as to boys.

The only Colleges in the State, it is believed, specially designed for women and chartered with power to confer degrees, are the following: Pennsylvania Female College, Collegeville, Montgomery county, chartered in 1853; Beaver College and Musical Institute, Beaver, chartered in 1853; Pittsburgh Female College, Pittsburgh, chartered in 1854; Irving Female College, Mechanicsburg, Cumberland county, chartered in 1857; Allentown Female College, char-

tered in 1867; Cottage Hill Female College, York, chartered in 1868; Wilson Female College, Chambersburg, chartered in 1869, and St. Mary's College, North East, Erie county, chartered in 1881. To this list it is proper to add the new College for women at Bryn Mawr, Montgomery county, founded by Joseph Taylor, M. D., whose magnificent buildings, rivaling those of any College in the country, are now approaching completion.

The Female Colleges of Pennsylvania are doing an excellent work and striving hard to elevate the course of study for girls, but they find it exceedingly difficult in practice to maintain a standard of scholarship equal in kind and quantity to that prescribed by the best Colleges for the male sex, and the most that can be said for them is that they are growing in that direction. Most of them have no regular College classes, in the sense of pursuing a full four years course in the classics, mathematics, literature and science; and the few that have such courses find but a small number of students willing to follow them to the end. In truth, as a body, our Female Colleges are little more than high-grade Female Seminaries, and scarcely outrank, in any way, many other institutions of learning for girls that are content to be known by a less pretentious title. No distinction, therefore, can well be made between them in the brief words we shall speak in the proper place concerning both Female Colleges and Female Seminaries.

CHAPTER XXI.

TECHNICAL AND SPECIAL EDUCATION.

WHAT PENNSYLVANIA HAS DONE FOR HER FARMERS, MECHANICS AND ARTISTS. PROVISION MADE FOR THE DEPENDENT CLASSES.

AS a supplement to what has been said of Higher Education, a few pages must be devoted to a class of institutions whose purpose it is to impart an education of a technical or special character, or an education more directly concerned with the practical affairs of life.

Many of the early friends of a common school system, doubtless remembering that Penn's Frame of Government contained the injunction that all children should "be taught some useful trade or skill," coupled with the principle of universal education, the principle of manual labor. The decade of years that witnessed the establishment of free schools witnessed also the establishment of Manual Labor schools and of Manual Labor departments in the existing Colleges. The Manual Labor Academy, of Germantown, was established by a stock corporation in 1829, under the direction of a board of trustees, with Rev. John Monteith as Principal. Connected with it were a farm and a work-shop. In 1830-31, an Agricultural School was started on the Bolton farm, near Bristol, Bucks county, and placed under the charge of F. A. Ismar, a pupil of the celebrated Swiss educator, De Fellenberg, of Hofwyl. A bill to establish a State Manual Labor Academy at or near Harrisburg, was reported favorably from the Committee on Education in the House of Representatives during the session of 1833, and had strong support. At about the same time, in accordance with the popular sentiment on the subject of education, the students at Jefferson, Allegheny, Lafayette, Madison and Pennsylvania Colleges were trying the experiment of having students work a part of the time on farms or in shops. Governor Wolf, in his message of 1833-4, speaks strongly of "the popular and approved Fellenberg system of uniting labor and study." Samuel Breck, in reporting from the Joint Committee on Education that framed it, the free school bill of 1834, argues

that country schools may be benefited by a union of intellectual education with manual labor, and states that the two can be combined "by having small lots of land attached to a schoolhouse that shall be arranged for a work-shop and farming. With these, a teacher can be maintained by the labor of the boys, who may be made to work one hour and a half a day only, for that purpose. This will be the means of instructing and employing them, and laying the foundation of future habits of industry." These words express plainly enough the views of the free school men in the Legislature of 1834; but more significant still is the provision concerning manual labor contained in the common school law of that year. Section 10 provided that it shall be the duty of the school directors to decide whether manual labor shall be connected with the intellectual and moral instruction to be given in the common schools or otherwise, and if decided affirmatively, "they shall have power to purchase materials and employ artisans for the instruction of the pupils in the useful branches of the mechanic arts, and when practicable in agricultural pursuits." None of these well-meant efforts to connect manual labor with education met with much success. In fact, every experiment proved a failure; and from these discouraging ventures we turn to the plans, mostly of a later date, which provided for imparting a technical education unaccompanied with manual labor.

FRANKLIN INSTITUTE.

"The Franklin Institute of the State of Pennsylvania for the Promotion of the Mechanic Arts," at Philadelphia, was founded in 1824. It was established by mechanics for mechanics, and is the best known and most distinguished institution of its kind in the United States. Its Hall, on Seventh street, between Market and Chestnut, is a large stone structure three stories in height, begun in 1825. On the first floor are the lecture-room and the laboratories. The second is occupied wholly by the library, which is exclusively scientific and technical in its character, and is probably the most valuable collection of books of the kind in the country. The upper floor is entirely devoted to the use of the drawing classes, composed of young persons of both sexes who are pursuing courses of study in mechanical, architectural and free-hand drawing. The Institute possesses a large collection of instruments, models and historical relics of a mechanical character; among the latter Franklin's original electrical machine, Godfrey's original quadrant, the original

telegraphic apparatus of Morse, and models of Oliver Evans' high pressure engine.

As an educational institution, the Franklin Institute has always in progress original scientific investigations and experiments, some of which have proven of great value; it holds monthly meetings for the reading of papers, the discussion of questions relating to science and art, and the examination of new inventions; every winter courses of lectures are delivered by regular professors and others on physics, chemistry, geology, electricity and other scientific subjects; the drawing school, established in the beginning and carried on ever since, is now annually attended by nearly four hundred students; the Journal, now sixty years old, still keeps even pace with the wonderful progress now making in every department of science and industry; and the Exhibitions, the first held in Carpenter's Hall, in 1824, and the last, the International Electrical Exhibition, held in 1884, with others at intervals between these dates, have done much to promote mechanical and manufacturing interests and to awaken attention to various kinds of industries. The Exhibition of 1874 undoubtedly suggested much of the plan and prepared the way for the great Centennial Exhibition of 1876. In its early years, the Franklin Institute not only had in operation a school of drawing, but established and maintained for some years a "High School" in which the various branches of English Literature, Mathematics and the ancient and modern languages were taught. From the Franklin Institute emanated the bill for the establishment of a School of Arts, favored by Thaddeus Stevens and other liberal members of the Legislature, in 1838, but which was defeated in the House of Representatives. This project, latent for years, eventually resolved itself into the Scientific Department of the University of Pennsylvania. The Philadelphia School of Design for Women may also be considered a child of the Franklin Institute.

POLYTECHNIC COLLEGE.

The Polytechnic College of Pennsylvania, at Philadelphia, was a pioneer in the work of higher technical education in America. It was chartered, in 1853, by the Legislature, with full collegiate powers. The prime-mover in its organization was Dr. Alfred L. Kennedy, and he, too, has been its mainstay in all the stages of its life. Dr. Kennedy had visited the great Polytechnic Schools of Europe and was anxious to plant a similar institution on the soil of Penn-

sylvania. His aim was to build up a great State institution with students sent from the different counties under State patronage. The incorporators named in the charter were leading men residing in various sections of the State. Dr. Kennedy was its first and only President. The institution began with two technical schools, those of Civil Engineering and of Chemistry and Metallurgy. In 1854, the School of Mechanical Engineering was added; in 1857, the School of Mines, and in 1858, the School of Architecture. The State aided the institution, in 1867, by an appropriation of \$5000, but it has otherwise been compelled to rely for support wholly upon tuition fees and private subscriptions. When most prosperous it maintained a competent professor at the head of each of its departments, and was attended by a considerable body of students; but devoted as its President has always been to its interests, he has found it impossible of late years to prevent a marked reduction in the size of its classes. A great Polytechnic School must have large buildings, extensive collections and costly apparatus, and these the moderate resources of the Polytechnic School at Philadelphia did not enable it to obtain. Its most meritorious work was in the past, in moulding public opinion in favor of technical education and in stimulating the establishment of technical institutions in our own and other States.

THE STATE COLLEGE.

In 1847, James Gowen, a noted Philadelphia agriculturist, established a school for practical farmers at Mount Airy, Germantown. A farm was cultivated in connection with the school. The institution was successfully conducted for several years. A convention called, in 1853, by the Pennsylvania Agricultural Society to consider the subject, agreed to recommend the establishment of a school for farmers. The first charter was granted by the Legislature in 1854, but this was materially amended the following year. The purposes of the institution were thus expressed in the first charter: "The education of youth in the various branches of science, learning and practical agriculture, as they are connected with each other." As a school for farmers, it was intended that it should be managed by farmers, and the members of the first board of trustees were all connected with the business of agriculture.

The name first adopted, "Farmers' High School," was changed, in 1862, to "Agricultural College of Pennsylvania," and this, in

1874, to "Pennsylvania State College." The property of the College now consists of four hundred acres of land in Centre county, twelve miles from Bellefonte, on which the College buildings are erected, and two Experimental Farms, one in Chester county of a hundred acres, and the other in Indiana county of one hundred and twenty-one acres. The Centre county land was obtained from Gen. James Irwin, one-half by purchase and the other half as a donation. The main College building is of stone, two hundred and forty feet in front and five stories high. The site commands a beautiful and picturesque prospect, but the building, while possessing many conveniences, is unattractive and gloomy. The pleasant campus of about fifty acres contains the residences of several of the professors. The courses of study, as they are now arranged, are a "General Science Course," a "Latin-Scientific Course," a General Course in Agriculture, and four technical courses specially designated as courses in Agriculture, Chemistry and Physics, Civil Engineering, and Natural History. Young women have the same privileges in all the courses as young men. The institution possesses considerable collections in various departments of natural history, is fairly supplied with philosophical apparatus, and its chemical laboratories are in a condition to do good work. In its earlier years, the students performed manual labor; but for a long time the farm, the orchard, the vineyard, the stock, barns, etc., have been used mainly for purposes of illustration. The students are directed to observe what is done, but they do not work much themselves. A well-equipped machine shop has recently been added to the other facilities for practical instruction, and here the students will be required to go through a systematic course of working in wood, iron and steel.

The State College received the benefit of the Congressional land-grant of 1862. The share of this grant coming to Pennsylvania was 780,000 acres. In 1866 and 1867, against the earnest protest of men who could see its prospective value, the Legislature directed the land to be sold. This action was not taken of its own motion by the Legislature. The Acts were passed under great pressure, first, from the friends of the school who wanted the money, and second, from the men who were eager to obtain the land at a low figure. Together, they brought to bear an influence which proved irresistible. Nearly all the land was bought in a body by speculators at an average price of less than sixty cents an acre. The whole sum realized from the sale amounted to \$439,186.80. Of this sum

\$43,886.50 were used in the purchase of the Experimental Farms, and the balance constitutes the endowment fund for the College. Increased by premiums received on bonds, this fund amounted, in 1872, to \$410,290.50, and the Legislature in that year added to it a sufficient sum to make the whole \$500,000, and issued a bond for the amount in favor of the College with six per cent. interest, payable in fifty years. The income of the College, from this source, is therefore \$30,000 a year. In addition, the State has at different times made appropriations to the College and Experimental Farms, amounting to \$184,900. Adding to this the amount given by the Legislature to make up the endowment fund of \$500,000, \$89,709.50, and we have \$284,609.50, the sum of the generous grants the State has made to the College. Besides this the College acknowledges contributions from the State Agricultural Society and from private sources amounting to \$154,285. An inventory of the property shows its estimated value to be \$451,615.17.

The State College has not as yet proven very successful. The number of students from the beginning has scarcely averaged sixty, including those in the Preparatory department, and the class graduating has seldom exceeded half a dozen. At present there seems to be a fair promise of a new life, and confident hopes are felt that the great possibilities of the institution will at length be realized.

The Presidents of the College have been Evan Pugh, Ph. D., William H. Allen, LL. D., Gen. John Frazer, Thomas H. Burrowes, LL. D., James Calder, D. D., Prof. Joseph Shortlidge, and George W. Atherton, LL. D.

GIRARD COLLEGE.

Girard College is not a College in the ordinary sense, nor is it, strictly speaking, a technical school; it is a home and school for orphan boys. The buildings are located on a tract of forty-five acres of land, now within the built-up portions of Philadelphia. The property is fenced in by a high wall. The principal buildings are of marble, and as a whole they are probably the finest and most costly structures devoted to educational purposes in the world. The central one is in the form of a Corinthian temple, including the porticoes which entirely surround it, one hundred and sixty feet in front, by two hundred and seventeen feet in depth. The value of the Girard estate available for the purposes of the College, according to the report of the Board of City Trusts for the year 1883, is

\$10,138,268.10. The income for 1883 was \$976,961.06, of which \$245,014.22 were expended on account of the estate, and the College received \$444,613.57. The College may be considered as possessing an endowment producing at least half a million of dollars a year, with a large prospective increase. At present about twelve hundred boys are boarded, clothed, instructed, and cared for. The whole number received since 1848 is between three and four thousand. None remain beyond the age of eighteen years, and at the end of their course the requirement is that they be apprenticed to "suitable occupations, as those of agriculture, navigation, arts, mechanical trades, and manufactures." Girard's will directed that the orphans "shall be instructed in reading, writing, grammar, arithmetic, geography, navigation, surveying, practical mathematics, astronomy, natural, chemical, and experimental philosophy, the French and Spanish languages," together with "such other learning as their capacities may merit." He also expressed the desire that "they shall be taught facts and things rather than words and signs." These directions of the Founder have been carried out in a well-planned eight years' course of study; and although no special trades are taught, a Mechanical Hall, containing workshops with the requisite machinery and steam power, has been erected, and instruction is given in the handling of tools and the working of wood, iron, and steel. The boys thus taught find ready employment in machine shops and manufactories at double the wages they could otherwise have obtained. The faculty consists of a President, Vice-President, and about forty professors and teachers, most of them women. The Presidents have been Alexander Dallas Bache, Joel Jones, William H. Allen, and Adam H. Fetterolf.

Stephen Girard, the founder of Girard College, was born at Bordeaux, France, in 1750; at the age of thirteen was a cabin-boy on a French merchant vessel; at twenty-three, was in command of a ship, with a cargo of his own; in 1776, seemingly by an accident, came to Philadelphia, and soon after opened a small shop on Water Street, and commenced that career as merchant, banker, dealer in real estate, and loaner of money, which resulted in the accumulation of the millions with which was established and is maintained the noble institution called by his name. At the time he made his will, 1828, he lived in a plain way, dressed like a countryman from a back district, rode about in an old chaise or gig with an antiquated horse, was cold, close and sharp; and the only alternative that can

be presented as a set-off to the charge that he was narrow and sordid, is that he was husbanding his resources for the execution of the grand scheme of charity for which he made such munificent provision, and which is his ever-enduring monument.

PENNSYLVANIA MILITARY ACADEMY.

Various attempts have been made to establish Military Schools in Pennsylvania, but with little success, except in the single instance of the Pennsylvania Military Academy, founded and still conducted by Colonel Theodore Hyatt. This institution was incorporated in 1862, by an Act of the Legislature, under the title of the Chester County Military Academy. The name was subsequently changed to Pennsylvania Military Academy. It possesses the power to confer the usual collegiate degrees. The Academy was at first located at West Chester, but about the close of the civil war it was moved to the Crozer Normal School building at Chester. Here it rapidly grew in public favor, and, in 1868, buildings of its own were erected. These were destroyed by fire early in 1882, but before the close of the year it supplied itself with larger and better ones. The main building is two hundred and seventeen feet long, and has accommodations for one hundred and fifty students, with the officers required for their instruction and government. In addition there are the Laboratory building, the Drill Hall, and the Gymnasium. The parade ground comprises nine acres, and the ample grounds about the buildings are laid out in walks, and decorated with shade trees. The curriculum includes a collegiate course of study, but the institution is both in instruction and spirit technical. During its whole history, scarcely half a dozen students have graduated Bachelors of Arts. The military instruction and drill are conducted under the direction of a United States army officer detailed by the Secretary of War for the purpose. The number of students is usually about one hundred and fifty.

WAGNER FREE INSTITUTE OF SCIENCE.

The aim of the Wagner Free Institute of Science, Philadelphia, is to become a great Technological College. Its founder was Professor William Wagner, who died in 1884, at the advanced age of ninety-two. Professor Wagner, having collected at home and abroad an immense number of specimens in all departments of natural science, and having arranged them in a building erected with

his own means for the purpose, began, about 1850, to deliver courses of lectures, using his collection by way of illustration. Induced by the apparent want of such an institution, he resolved to found a permanent school of science upon the basis already formed. An Act of incorporation was obtained from the Legislature in 1855. The City Councils granted the use of Spring Garden Hall for the first lectures, and here the Institute was inaugurated on the twenty-first of May, 1855. Among others, addresses were delivered on the occasion by Governor Pollock, Mayor Conrad, and Bishop Potter. The lectures were entirely free, open to both sexes and to persons of all ages, and embraced the subjects of Mineralogy, Geology, Anatomy, Physiology, Palæontology, Ethnology, Agricultural Chemistry, Natural Philosophy, Botany, etc. The Institute was transferred to its own Hall in 1859. An Act supplementary to the Act of 1855, and of a more comprehensive character, was obtained in 1864; and under the Act, the Institute possesses full collegiate powers. During his life the management of the Institute remained mainly in the hands of Professor Wagner, but upon his demise it was placed in charge of a board of trustees, to whom he had executed a deed of trust for the whole property. This board, fully advised concerning the plans of Professor Wagner, and in sympathy with the work of the Institute, will spare no effort to build wisely on the foundation already laid.

The property donated to the Institute by Professor Wagner, valued at more than four hundred thousand dollars, is as follows: The Hall of the Institute, with lecture-room, laboratory, and recitation rooms, and two large lots of ground, 550,000 specimens of minerals, 550,000 geologic specimens, 400,000 specimens of shells, 225,000 specimens of plants, a library of 18,000 volumes, and a large collection of apparatus, maps, diagrams, engravings, etc. The endowment provided by the same generous donor consists of seventeen houses and lots, estimated to be worth two hundred thousand dollars.

Instruction at the Institute has as yet been wholly by lectures, two courses of which are delivered yearly. The attendance is usually from eight hundred to a thousand. An attempt was made, in 1865, to introduce regular class instruction, but it was soon after abandoned. And yet the design still is to establish a Polytechnic School after the model of the great schools of this character in Europe, and it only waits a proper time for fulfillment.

SPRING GARDEN INSTITUTE.

The Spring Garden Institute, Philadelphia, was organized in 1857. It is managed by a corporation of stockholders. From a small beginning it has grown to be an institution of great usefulness. It maintains a reading-room, a library, courses of lectures, and schools of drawing and mechanics. The library contains about thirteen thousand volumes, and the tables of the reading-room are well supplied with newspapers and magazines. The Institute owns the building in which it is held, and the endowment fund has now reached the sum of \$100,000.

Both the schools of drawing and the schools of mechanics are open during the day-time and in the evenings. The former include instruction in mechanical drawing, free-hand drawing, architectural drawing, modeling and wood carving, and painting and designing; the latter have classes in mechanical handiwork, mechanical drawing, mechanics, geometry, physics, metallurgy and chemistry. Special instruction is given in china, stained glass, tile and tapestry painting. Two kilns on the premises are used to fire such work of the students as requires this mode of fixing the colors. There are five large apartments fitted up with benches, a forge, machines driven by a gas engine, and all the appliances of a first-class machine and pattern shop. In these the students receive thorough instruction in practical mechanics. During the year 1883-4, the number of students in attendance at all the schools was eight hundred and twenty-six. The Principal of the Institute is William A. Porter. There are about twenty professors and assistants.

MUSEUM AND SCHOOL OF INDUSTRIAL ART.

Memorial Hall, Fairmount Park, used during the Centennial Exhibition as an Art Gallery, is now occupied by the Pennsylvania Museum and School of Industrial Art, and in its spacious rooms is displayed one of the finest collections of objects relating to industrial art to be found in America. The Pennsylvania Museum and School of Industrial Art was incorporated by an Act of the Legislature in 1874. During the Centennial Exhibition hundreds of articles, representing industrial art at different periods and in different departments, were purchased by its officers, mostly from foreign exhibitors; others were subsequently obtained both at home and abroad; and, as soon as practicable after Memorial Hall was vacated, the whole was embraced in one collection in the empty

rooms and the display opened to the public. The collection has since been greatly enlarged and improved, and there is now scarcely a department of ancient, mediæval or modern industrial art that has not some representation. There are sculptures; mosaics; carvings in ivory, bone and horn; wood-work and metal-work in great variety; many specimens of coins, medals, medallions and embossed plaques; collections of arms and armor; silversmiths' and goldsmiths' work; enamels on metal; pottery, earthen and stoneware; porcelain from the most famous manufactures; glass vessels of many kinds; leather-work; textile fabrics, including embroideries; lace; musical instruments; paintings, drawings and engravings—in all over ten thousand specimens.

The school maintained by the corporation, located at 1336 Spring Garden street, was established soon after the opening of the Museum. It has three courses specially designed for the needs of designers and skilled workmen, the first, in drawing, painting and modeling; the second, in painting and design, and the third, in industrial drawing.

The Museum is drawn upon for illustrations, objects to be copied, and models for imitation. Eighty-four students received instruction in 1883, and the report says of them: "The day class is composed of young men and women in about equal proportions, who are fitting themselves to be draughtsmen, designers and teachers; and the night class is filled with young men who are already engaged in occupations which demand accurate draughtsmanship, or which offer opportunities for the application of artistic skill."

SCHOOLS OF DESIGN FOR WOMEN.

The Philadelphia School of Design for Women dates back to the year 1847. It is said to have grown out of a movement on the part of the Franklin Institute. Mrs. Peter, wife of the British Consul at Philadelphia, was active in starting it. It first occupied rented rooms on Walnut street. In 1853, it was incorporated. In 1863, it purchased the Collins mansion on Filbert street. It now occupies a large edifice at the south-west corner of Broad and Master streets, with a frontage of one hundred feet on Broad and two hundred on Master. This building contains a well-lighted gallery of statuary, reception-rooms, school-rooms, a lecture-room and a conservatory. The school is well equipped with models, copies of the masterpieces of art, casts of ornaments, drawings, engravings, and many valuable books appertaining to art in its several depart-

ments. The attendance of students was during the year 1883-4 over three hundred. Miss Elizabeth Croasdale, a graduate of the South Kensington School, London, England, has been Principal for many years, and it has been during her administration that the school has taken its high rank. She is assisted by twelve professors and teachers. The methods of teaching closely resemble those of South Kensington.

The Pittsburgh School of Design for Women, incorporated in 1865, was modeled after that in Philadelphia. It has not yet acquired a home of its own, but occupies a suite of pleasant rooms in the building of the Young Men's Christian Association. In its course and facilities for study it resembles the Philadelphia institution, but is not so fully developed. The present Principal is Miss Annie W. Henderson, who with three assistants has under instruction about one hundred and fifty students.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY.

J. W. Shoemaker commenced teaching elocution in the city of Philadelphia in 1866. His success was so satisfactory that in 1873 he organized an institution which was chartered under the name of the National School of Elocution and Oratory. The attendance of students in 1874 was eighty-eight; it is now about two hundred and fifty. Prof. Shoemaker died in 1880, and the institution was carried on for several years under the direction of Mrs. Shoemaker, who had previously acted as an assistant teacher. She is now Vice-President, the Presidency having been accepted by Dr. Edward Brooks, formerly Principal of the State Normal School at Millersville.

COMMERCIAL COLLEGES.

There are about twenty Commercial or Business Colleges in Pennsylvania. The eldest and best known of these are Duff's Mercantile College, Pittsburgh, organized in 1840; Crittenden Commercial College, Philadelphia, organized in 1844, closed in 1884; Bryant and Stratton's Business College, Philadelphia, organized in 1857; Curry Institute and Union Business College, Pittsburgh, organized in 1860; and Peirce's College of Business, organized in 1865. Several of these have an annual enrollment of over five hundred students. The catalogue of Peirce's College for 1884 contained the names of eight hundred and thirty-four, and that of Bryant and Stratton probably an equal number.

INDIAN SCHOOL AT CARLISLE.

Since 1879, the old United States military barracks at Carlisle have been used for an Indian school. There were schools for Indians in Pennsylvania more than one hundred years ago, the experiment was destined to be renewed upon the same soil. In the Spring of 1875, seventy-five Indian prisoners were sent from the Indian Territory to Florida in charge of Capt. R. H. Pratt, of the regular army. Capt. Pratt had been much among the wild tribes of the West, and had come to entertain the idea that educating the Indians was better and cheaper than fighting and destroying them. He therefore with the aid of some benevolent ladies began to teach the grown-up Indian men under his care, and to furnish them opportunities for work. In 1878, the prisoners were released, but such had been the effect of their treatment, that twenty-two of the younger ones preferred to remain and obtain more education and a better knowledge of civilization before returning home. Some charitable people volunteered to pay their expenses, and a majority of them went to Hampton Institute, Virginia. The others did much to create a desire in their several tribes for more knowledge. As a result a number of children, including girls as well as boys, through the agency of Capt. Pratt, were sent to Hampton. The matter coming to the attention of Congress, in 1879, authority was given to detail an officer "for duty with reference to Indian education." Capt. Pratt was detailed, and with the consent of the Washington authorities undertook to establish an Indian school in the Government buildings at Carlisle. The school was opened November 1, 1881, with one hundred and forty-seven pupils. There are now, 1884, five hundred pupils belonging to the school, about one-third of whom are girls. Several hundred have returned to their homes. Thirty-eight separate tribes have been represented by children at the school.

The young Indians are taught to speak English, and to read, write and cypher. Other branches are then added. But the greatest attention is paid to industrial training. Instruction is given to the boys in carpentry, blacksmithing, wagon-making, harness-making, tailoring, tin-smithing, shoemaking, printing, baking and farm-work. The girls are taught to cook, sew and do house-work, laundry work, etc. As a rule the half of each day is devoted to school, and the other half to work. A farm of one hundred and fifteen acres belongs to the school, and is worked mainly by the pupils, and places

are found in families for a considerable number of both boys and girls who are allowed to earn what they can while remaining under the watchful care and direction of the school. A good family is thought to furnish even better advantages than the school for learning the English language and the common arts of civilized life. The expense of the school is ostensibly borne by the Government, but the insufficient appropriations are largely supplemented by the contributions of the charitable.

A second Indian school, exclusively for girls, has been recently opened at the Lincoln Institution, Philadelphia.

INSTITUTIONS FOR THE DEAF AND DUMB, BLIND AND FEEBLE-MINDED.

Among the noblest charities of Pennsylvania are the provisions made for the special instruction of the Deaf and Dumb, the Blind and the Feeble-minded.

The first institution for the education of deaf-mutes in the United States was established at Hartford, Connecticut, in 1817, by Rev. Thomas H. Gallaudet. New York followed almost immediately with an institution of the same kind, and then Philadelphia took up the work in 1820. The movement in the latter city seems to have been started independently, without reference to what had been done in Hartford or New York. It grew out of the efforts of Daniel G. Seixas, a benevolent Israelite, who in connection with a little shop on Market street in which he sold crockery-ware, gave instruction gratuitously to a class of eleven or twelve deaf-mute children. He had learned the method of imparting such instruction in Europe, where it had been long practiced. The humble work of Mr. Seixas coming to the knowledge of certain philanthropic citizens of Philadelphia, the most active of whom were Roberts Vaux, Bishop White, Horace Binney, William M. Meredith, and Dr. N. Chapman, a public meeting was called to consider the subject of deaf-mute education, an association was formed for the purpose of establishing an institution for the deaf and dumb, an address drafted by William M. Meredith was issued to the people of Pennsylvania, the Legislature was petitioned for help and generously responded, a suitable house was leased and the good work begun. Bishop White was the President of the first Board of Directors. The Institution moved to buildings of its own at the corner of Broad and Pine streets in 1825, and these, greatly enlarged and improved, are still occupied. Its property is now valued at between three and four hundred thousand

dollars. Mr. Seixas was the first Principal of the Institution, but he remained but a short time at its head. The number of pupils in attendance is now over three hundred, those aided by the State remaining six years. More than two thousand children have received the benefits of the Institution, and it is much to its credit that the great majority of them become able to support themselves and to assume a respectable position in society. The course of instruction is similar to that of other schools, but the method of imparting knowledge is necessarily somewhat different. In addition to the study of the branches of learning, the girls learn housekeeping, needle-work, etc., and the boys set type, make shoes, and do other kinds of shop work. Sign-language is for the most part used in the principal Institution, but there is a branch school in the city with about seventy pupils, in which instruction is given by the method of articulation. It is said that no other institution of the kind in the world is so catholic in its methods of instruction.

The Western Pennsylvania Institution for the Instruction of the Deaf and Dumb received its first State recognition and appropriation in 1875. Previously, however, it had an interesting history. In 1868, Joel Kerr, the Superintendent of a Mission Sabbath School in Pittsburgh, became interested in a little, deaf-mute, colored boy who attended his school. The services of W. R. Drum, who had attended the Institution in Philadelphia, were secured as an instructor. Mr. Kerr began to look around for other unfortunates of the same class, and eight or ten were gathered into the school. A pay school for deaf-mutes was proposed, the aid of the Central Board of Education was invoked, and the sum of eight hundred dollars was obtained to start the school. Pupils began to make application from a distance, and a Home was provided for them, the attendance soon reaching forty or fifty. The Institution was incorporated in 1871. James Kelly, of Wilkinsburg, donated ten acres of valuable land for a site for the Institution, large donations were made by benevolent friends towards the erection of buildings, the State assisted by generous appropriations, and, in December, 1884, one of the finest and best-arranged buildings of the kind in the country was opened with appropriate ceremonies for the accommodation of the deaf-mute children of Western Pennsylvania. In its organization and in its relation to the State, the Institution is similar to its elder sister in Philadelphia.

To Roberts Vaux, the friend of free schools, and prominent in

the work of establishing the Institution for the Instruction of the Deaf and Dumb, belongs the honor of originating the project for founding the Pennsylvania Institution for the Instruction of the Blind. He began to agitate the subject certainly as early as 1824, before the existence of any such institution in this country, and in 1829 addressed a letter to J. Francis Fisher, a citizen of Philadelphia, at that time traveling abroad, begging him to familiarize himself with the method of instructing the Blind in use in Europe, that he might upon his return aid in organizing a school for this class of unfortunate people in Pennsylvania. Mr. Fisher complied with this request, and sent home descriptions of his visits to some of the most celebrated schools for the blind in France and England, together with specimens of the books and apparatus in use in them. But he deemed a thoroughly-trained instructor essential to success, and as the services of such a person could not easily be procured, the project of establishing the school was delayed. In 1832, Julius R. Friedlander, an experienced instructor of the blind, hearing in some indirect way in his German home, of the want of a teacher in Philadelphia with the qualifications he possessed, resolved to come to Pennsylvania and offer his services. Upon his arrival, at the request of Mr. Vaux, he undertook the instruction of several blind boys. The results were so satisfactory that an organization of citizens was formed for the purpose of establishing a school; contributions were asked for; a small house on Twelfth street was rented, and the school began under the devoted Friedlander with only three pupils. The first State appropriation was made in 1834, after an exhibition given by the pupils in the House of Representatives at Harrisburg. Since that time the State has paid the Institution for a certain number of indigent pupils, and has given in addition large sums for building purposes. The Institution was located at the corner of what was then called Schuylkill Third, and Race streets, and the building first erected cost \$23,000. The property is now worth over \$200,000. The number of pupils admitted since the beginning reaches about a thousand. The Institution possesses shops as well as schoolrooms, and work is as prominent a feature of the place as study. As an auxiliary to the Institution, there was established some ten or twelve years ago, a "Working Home for Blind Men." Those connected with the Home number about one hundred. They are furnished with work suitable for them, and with facilities for doing it in the best way. The products of their

labor, in the shape of brooms, brushes, carpets, rugs, mattresses, etc., are sold. Its great purpose is to convert helpless blind persons into self-supporting mechanics.

The Pennsylvania Training School for Feeble-minded Children is located on the Philadelphia and West Chester railroad, near Media. The buildings, which are of granite and very imposing, stand on a wooded eminence and command a beautiful view. The preliminary steps taken to found the institution began on February 10, 1853. It was incorporated in April of that year. Previously, there had been, in Germantown, a private school for feeble-minded children, and the public effort to do something for this most unfortunate class of human beings grew out of it. The institution was removed to Media in 1857. Its equipment consists of buildings of an ample size, furnished with all the appliances of such an institution, a farm of over one hundred acres, gardens and shops. No institution in Pennsylvania has warmer or more liberal friends. The State pays for the maintenance of indigent children, and has made large appropriations for buildings. The number of children in the institution is about four hundred. Dr. Isaac N. Kerlin has been at its head for many years, and no words can describe the devotion he has shown in his self-sacrificing work.

CHAPTER XXII.

SECONDARY EDUCATION.

ACADEMIES, FEMALE SEMINARIES AND BOARDING SCHOOLS.

IMPOSSIBLE as it is in this history even to name all of the many hundreds of Academies, Female Seminaries and Boarding Schools that have at one time or another been established in the State, many of them to continue in operation but for a brief period, it would be an unpardonable omission not to give some account of such of them, hitherto not spoken of, as flourished for the longest time, or became most noted as institutions of learning. In doing so, it will be most convenient to follow the alphabetical order of counties.

ADAMS.—Gettysburg Academy, one of those aided by the State, was chartered in 1810. The building was a large two-story brick, with two rooms on each floor. At times it was well taught and well attended; but it finally became involved in debt, and being forced to a sale, was purchased for the use of the Preparatory School that grew into Pennsylvania College. After the College had provided a building of its own, the old Academy building continued to be used for school purposes by different private parties. From 1856 to 1871, Rev. David Eyster and wife conducted in it a "Female Institute" of much repute.

The Gettysburg Female Seminary was established about 1830 and received appropriations under the Act of 1838. The brick building occupied was erected by subscription, and is still used as a private school.

The New Oxford College and Medical Institute was established at New Oxford, about 1840, by Dr. M. D. G. Pfeiffer. An edifice, now greatly dilapidated, was erected for the institution. Dr. Pfeiffer was a learned German, with some peculiar views on the subject of education and human improvement. His learning and enthusiasm proved insufficient to make them acceptable to the public, and his well-meant effort failed.

ALLEGHENY.—Little can be ascertained concerning Pittsburgh Academy, chartered in 1787, prior to its becoming, in 1819, the

Western University of Pennsylvania. In 1810, it was in charge of Rev. Joseph Stockton, the author of text-books, and a leading educator of the day. There was an Academy of some repute in Allegheny as early as 1820.

The Edgeworth Ladies' Seminary, established at Pittsburgh, in 1825, by Mrs. Mary Gould Oliver, was the first higher institution of learning for girls in Western Pennsylvania. After remaining two years at Pittsburgh, the Seminary was transferred to Braddock's Fields, where for ten years the extensive buildings occupied were crowded with students, not only from Pennsylvania, but from the country west of it. In 1837, the Seminary was removed to the large and costly buildings which had been erected for its accommodation in Sewickley Valley. Here, after five prosperous years, the Seminary lost its accomplished head and founder, and though thereafter at times receiving liberal patronage, it never recovered the popularity of its earlier years. The buildings were burned in 1865. The Edgeworth Seminary received appropriations from the State under the Act of 1838.

William M. Nevin and John B. Camp established an Academy for boys in Sewickley Valley in 1838. Prof. Nevin left it in 1841 to accept a Professorship in Marshall College, and a year later his place was taken by Joseph S. Travelli, who continued at the head of the school until 1864, when it closed. Mr. Travelli was a teacher of remarkable zeal, and the inspiring character of his work is still attested by many prominent men who were his pupils. There is still a Sewickley Academy, which may perhaps be considered a continuation of the old one.

The Episcopalians have the Bishop Bowman Institute in Pittsburgh, founded in 1862, and the Catholics St. Mary's Academy and St. Ursula Academy, both recently established, and the Curry Institute and the Riverview Normal and Classical Institute, without denominational bias, are doing a good work; but the most noted institutions of learning not already mentioned, are the Pittsburgh Female College, Methodist, and the Pennsylvania Female College, non-sectarian. The former of these was incorporated in 1854, and has graduated regular classes since 1857. It has an attendance of over four hundred students. The buildings are one hundred and forty-eight feet by one hundred. The school is fairly supplied with philosophical apparatus, cabinets of specimens in natural history, and libraries. The departments of instruction consist of a College

of Liberal Arts, a Conservatory of Music, a School of Drawing and Painting, a School of Elocution, and a School of Modern Languages. The President is Rev. I. C. Pershing, D. D. The latter is now, 1884, in its fifteenth year. The College buildings are located on Fifth avenue, three and a half miles from the centre of the city. The grounds consist of ten or eleven acres, and are very beautiful. The buildings are commodious and well adapted to their purposes. The institution possesses a library, an art collection, and adequate means of illustrating the instruction in the several natural sciences. In addition to the regular collegiate department, there is an academical department, and departments in music and art. The President is Miss Helen E. Pelletreau.

As a powerful auxiliary in the work of secondary instruction, special mention must be made of the Pittsburgh High School, with



HIGH SCHOOL, PITTSBURGH.

its fine building, its ample facilities, its broad course of study, and its six hundred students. The Pittsburgh High School was organized under a special law about 1855. Small in its beginnings, it has grown greater year by year, until now its place is by the side of the best institutions of the kind in the country. The present

building was occupied in 1869. One of the striking features of the school is a department for the training of teachers.

ARMSTRONG.—An Academy chartered and aided by the State was established at Kittanning, in 1821. Many of the leading men in that section of the State were educated within its walls. After being in operation about forty years, the building was found to stand on ground belonging to the county, and the trustees were compelled to abandon it. In 1866 the furniture was sold and the school closed. Rev. H. Kirkland's Academy at Freeport was an institution of much merit. It was opened in 1836 and closed in 1868.

Doanville Female Seminary was established about 1840 by Rev. B. B. Killikelly. The buildings were situated on the Allegheny river, a short distance above Kittanning. State appropriations were granted it under the Act of 1838. As it was, when established, the only high school for girls in Armstrong or the adjoining counties, it was well patronized. Dr. Killikelly left the Seminary and returned to it twice, each time changing its name. It continued its good work about thirty years.

Glade Run Classical and Normal Academy, and Dayton Union Academy, both near Dayton, opened in 1851 and 1852 respectively, are small and unpretending institutions of learning, with excellent records. There are like institutions, not so old, at Leechburg and Elderton.

Lambeth College, first known as Kittanning Collegiate School, was incorporated by the Court in 1868. It started out with a full faculty, some of whom were ladies. Its patrons were mostly members of the Protestant Episcopal church, and the charter declared that the object of the corporation was to promote "liberal learning on a distinctive church basis." It closed in 1876.

BEAVER.—Beaver Academy, Beaver, chartered in 1800, was a County Academy or Public School managed by trustees elected by popular vote. The State had granted in 1791 five hundred acres of land for the support of such an institution. The land was located near the town. In its early days the Academy was a noted centre of intellectual light, later its prosperity became somewhat spasmodic, and finally, after an existence of about three-quarters of a century, the property was placed in the hands of the school board of Beaver borough to establish and support a public high school open to children from the county at large. There was also an Academy at

Greensburg, established in 1806, which received aid from the State at the time it was founded; and both this Academy and a Female Seminary at New Brighton received appropriations under the Act of 1838. Neither seems to have left any marked impression. As little is known of a German Seminary established at Phillipsburg in 1840.

There are at Beaver two institutions of learning for girls, of high grade, Beaver College and Musical Institute established in 1853, and the Beaver Female Seminary established a year later. The Principal of the former is Rev. R. T. Taylor and of the latter Rev. Thomas Kennedy. Both have good buildings and are well patronized.

BEDFORD.—Bedford Academy was incorporated in 1810. The State assisted in founding it. The trustees were elected by popular vote like members of the Legislature. The Academy was fortunate for many years in its masters, the earliest of whom in succession were Rev. James Wilson, Rev. Jeremiah Chamberlain and Rev. Alexander Boyd. These gentlemen were fine scholars and excellent teachers. While they were in charge of it, students flocked to the Academy from the southern counties of Pennsylvania and from Maryland. In 1835, the building was sold for debt; but a private school was continued in it for some years.

The Legislature, in 1853, chartered the Allegheny Male and Female Seminary at Rainsburg. It was under the control of the Baltimore Conference of the Methodist church. The funds to establish it were raised by subscription. The institution flourished for some years, devoting special attention to the training of teachers, but involving itself in debt, the property was sold by the sheriff.

BERKS.—Reading Academy, incorporated by the State in 1788, with a donation of five thousand acres of land, seems not to have gone into operation until 1807, when it received further aid from the State. About the same time it received the benefit of a lottery set on foot for its support. A special appropriation was granted it in 1832, on condition that four students in indigent circumstances should be prepared annually for school teachers. The Academy was sold in 1839, but another lot was purchased the same year and a new building erected. This building was transferred to the school board of Reading in 1850, and is now the Female High School.

The Reading Academy; Union Academy, Womelsdorf; Franklin Academy, Kutztown, and Reading Female Seminary, shared in the

appropriations under the Act of 1838. Union Academy was established in 1828 and continued to flourish until 1855. The school had good buildings, a considerable library and a fair supply of philosophical apparatus. It was instrumental in educating a large number of the leading men of the surrounding country. An effort to revive the Academy in 1866, was partially successful. Franklin Academy was established in 1836 and incorporated in 1838. Among its facilities for instruction was a good library. Alexander Ramsey, subsequently United States Senator from Minnesota and Secretary of War, was one of its earliest teachers. The Reading Female Seminary left little behind but its name.

Tulpehocken Academy, near Stouchsburg, flourished from 1831 to 1837. Stouchsburg Academy appears then to have taken its place. This Academy remained open until 1862. Mt. Pleasant Seminary, Boyertown, open to both sexes, was founded in 1842; in 1849, a new building was erected. P. D. W. Hankey was Principal for thirteen years. In 1867, L. M. Koons assumed charge. It has always been one of Berks county's best schools. Kallynean Academy is also located at Boyertown. It dates from 1866 and is attended by about sixty students. Oley Academy, founded in 1857, is open to both sexes and has met with gratifying success. Selwyn Hall, Reading, is a school established in 1875, under the auspices of the Protestant Episcopal church. D. B. Brunner, formerly County Superintendent of Berks county, has conducted, for eight or ten years, a Scientific Academy in Reading, with marked success.

BLAIR.—Williamsburg Academy, at Williamsburg, established by a stock corporation, is the oldest institution of its class in the county. The building was erected in 1847, and the school was chartered in 1851. John Miller, subsequently Superintendent of schools in Altoona, one of the finest scholars among the schoolmasters of his time, was Principal for some years.

The Franklin High School, later the Juniata Collegiate Institute, at Martinsburg, was opened in 1860. Established by a stock corporation, it soon passed into the control of the Lutheran church, and subsequently into the hands of private parties. After many ups and downs, and at least seven changes in its Principal, it now seems to be meeting with success.

The Hollidaysburg Female Seminary, at Hollidaysburg, is one of the leading high schools for girls in the State. It was chartered in 1866 and opened for students in 1869. The property is owned by

a stock corporation, but the school is under Presbyterian influence. The main building has a front of one hundred and fifty feet, and cost \$75,000. The school is well equipped for the purposes of instruction, has a liberal course of study, and is attended by about one hundred students. Its success is greatly owing to the judicious management of the first Principal, Rev. Joseph Waugh.

BRADFORD.—As early as 1797, the citizens of Tioga Point, now Athens, raised a fund for the erection of an Academy, the building to be occasionally used as a place of public worship, and for other public purposes. The building completed, they found themselves in debt, and, in 1808, they advertised the property for sale. The claim seems to have been satisfied in some other way, for no sale took place, and soon after the time fixed for it, the trustees began with some courage to prepare for the future by passing a resolution forbidding any person's storing hay, flax, or other articles in the building, and directing it to be repaired. The Academy was chartered by the Legislature in 1813, and shared the State's bounty to the extent of \$2,000, but never became noted as an educational institution. The building was burned in 1842, and a new one erected in 1845. The property was sold to the board of directors of the public schools in 1872.

In addition to the Academy at Athens, two other Academies and one Female Seminary in Bradford county received appropriations under the Act of 1838, viz.: Towanda and Troy Academies, and McKean Seminary. Neither of them attained any celebrity or lived more than a few years.

The Susquehanna Collegiate Institute at Towanda is one of the most noted and most successful institutions of learning in Northern Pennsylvania. The movement to establish it was started by the Presbytery of the Susquehanna at a meeting held at Wyalusing in 1849. One of its declared objects was "to prepare suitable teachers for parochial and common schools." A charter was granted by the Court in 1850, and the school opened in 1854. The building occupies a commanding position near the town, and is a large four-story brick edifice. The school is most indebted to Rev. S. F. Colt, one of its projectors, and long its head. State Superintendent Coburn was an assistant teacher from the beginning, until elected Superintendent of the public schools of the county, in 1857.

BUCKS.—The first and most famous school of the secondary class in Bucks county, already spoken of in another connection, was Ten-

ment's "Log College," opened in 1735. The Academy or Free School, at Newtown, chartered in 1790, and the Union Academy, at Doylestown, chartered in 1805, both received grants of money from the State. The former, with Attleboro' Academy and Ingham Female Seminary, were aided by appropriations under the Act of 1838. The Newtown Academy, for many years, ranked high as an educational institution and was attended by a large number of young men, who subsequently occupied prominent places in society. The building is now used as a private school. The Academy building, at Doylestown, was erected in part by means of the proceeds of a lottery authorized by the Legislature. Rev. Uriah Du Bois was the first Principal and remained at the head of the school until his death, in 1821. Among his successors was Rev. Samuel Aaron, afterwards, for many years, a teacher in Norristown. The building, after answering for a long time the purposes of an Academy, went into the hands of the school board of the borough for the use of the public schools. The Attleboro' Academy or High School, at Attleboro', now Langhorne, was established in 1836. It had a checkered career, being sometimes in sunshine and sometimes in shade. Of late years it has been known as Bellevue Institute. Ingham Female Seminary, at Doylestown, incorporated in 1838, was maintained as a Boarding School only about five years. From 1834 to 1852, a school of high grade for both sexes was kept open in Warminster township, in a house built by Amos Darrah, on his own property. Rev. A. R. Horne opened, in 1858, a Normal and Classical School, at Quakertown. It was largely attended and did much to awaken an educational interest in the northern part of Bucks county. In 1865, it was converted into a Soldiers' Orphan School. Rev. F. R. S. Hunsicker established, in 1859, at Carversville, the Excelsior Normal Institute. Under the principalship of William T. Seal, who succeeded him, the institution assumed the character of a Normal School, and attracted many students who desired to fit themselves for teachers. Doylestown Female Seminary, opened in 1866, and Lincoln Female Seminary, opened in 1871, both at Doylestown, present excellent advantages to girls for obtaining a higher education.

BUTLER.—Butler Academy was chartered in 1810, and the building, erected the next year, was constructed partly with money appropriated by the Legislature. The ground was donated by the Cunninghams. The house was built of stone. For many years it

was the only school of high grade in the county. In the hands of a succession of able teachers, it was the centre of learning and light. About 1860 the school was suspended, and by the authority of the Legislature its funds were divided between Witherspoon Institute, Sunbury Academy, and the Academy at Zelmanople. The property in the borough was transferred to the school board, and upon the site of the old Academy now stands the fine public school building. Of the Female Seminary in Butler that in connection with the Academy, drew appropriations under the Act of 1838, nothing is known save that it was short-lived.

Charles Cist opened a Female Seminary at Harmony, in 1817. No amount of enterprise could maintain such an institution in that wild country at that early day, and the school soon closed. Harmony Institute, opened at the same place some fifty or sixty years later, has done much good. Witherspoon Institute for both sexes, Butler, was chartered by the Court in 1848. A new building was erected in 1877. The school is noted for the thoroughness of its instruction and seems likely to enjoy continued prosperity. Sunbury Academy has been in successful operation since 1855.

CAMBRIA.—An Academy or Public School was chartered by the Legislature at Ebensburg, in 1819, and granted the sum of \$2,000 as an endowment. In 1824, a substantial brick building with four rooms was erected, and soon after teachers were employed and the school opened. It continued in operation until 1845, when it closed, the property remaining in the hands of trustees. The building has been for many years leased to the school board of the borough. About 1852, there were in Johnstown two flourishing schools of high grade, but after some years, meeting with reverses, they were discontinued. The Catholics have Academies or Seminaries at Carrolltown, Loretto, Johnstown and Ebensburg.

CAMERON.—Cameron county was organized in 1860, and while the people are greatly interested in public education, they have never had an Academical institution of high grade.

CARBON.—Carbon county has at this time neither an Academy or a Female Seminary. The Park Seminary at Mauch Chunk, established in 1832 by a stock corporation, soon closed for want of patronage. The Carbon Academy and Normal School Association was organized at Weissport, in 1853. A house was purchased and fitted up for a school, but at the end of three years the property was sold for debt. R. F. Hofford, subsequently and for many years

superintendent of the public schools of the county, became the purchaser and reopened the school. Beginning with ten pupils, the school soon largely increased, but unfortunately, in 1862, the building was destroyed by a flood in the Lehigh river. A new building was erected the same year at Lehighton. In 1867, A. S. Christine, an unassuming gentleman but a teacher of rare skill, took charge of the school, which continued to flourish until his death a year or two later, when it closed.

CENTRE.—James Dunlap and James Harris, the owners of the land on which the town of Bellefonte is located, gave, in 1800, to the trustees of Centre county organized that year, certain "lots and lands" adjoining the town, a portion of the proceeds of which was to be used to support an Academy. Bellefonte Academy was incorporated in 1805, and by the provisions of the Act these "lots and lands" were transferred to the trustees of the institution. The next year the State granted in its further aid the sum of \$2,000. The Academy was established as a Public School for the county, and its trustees were to be elected by a vote of the people. The original building was small, there being but a single room; the furniture consisted of a few pine benches and two heavy oak tables, each sufficiently large for eight or ten boys to sit around it, and an immense six-plated stove; and the course of instruction as late as 1824 is described by one who planned the curriculum, as "Latin in the morning, and Latin and Greek in the afternoon. Latin and Greek on Monday, and Greek and Latin on Tuesday. Wednesday brought the same studies, and Thursday the same. And Friday, 'repetition day,' as it was called, a review of the whole week's previous study." In brief, Bellefonte Academy was a fair specimen of an old-fashioned classical school; but with all its plainness in buildings and furniture, and the monotonous character of its course of study, it made scholars, and sent forth a long list of men who became distinguished in every walk of life, among them Judges James Burnside and Samuel Linn, Robert J. Walker, Secretary of the Treasury under President Buchanan, and Andrew G. Curtin, Governor of Pennsylvania and Minister to Russia. For some years after 1854, the Academy was in possession of the school board of the borough and used for a High School; but in 1868 the trustees of the Academy re-opened it as a classical school under the principalship of Rev. J. P. Hughes. Soon after the old buildings were thoroughly repaired, and large additions were made to them. Girls

were at times admitted to the Academy, but generally received instruction in classes by themselves. About 1840, a building was erected adjoining the Academy and occupied as a Female Seminary, drawing appropriations as such from the State, under the Act of 1838. In 1852, this building was surrendered to the trustees of the Academy. Under Professor Hughes the two sexes were for some time taught in the same rooms, but they now occupy different departments.

Pine Grove and Boalsburg Academies were opened about 1852, and have continued to do good work as local educational institutions. Penn Hall Academy, opened about 1866, had under the principalship of Rev. D. M. Wolf, now County Superintendent, an attendance of about fifty students.

CHESTER.—Chester county is noted for its large number of Academies, Seminaries, and Boarding Schools. Something has already been said of the old Presbyterian Academies or Classical Schools at Fagg's Manor, New London, Nottingham, Brandywine Manor, and Upper Octoraro, and of the Friends' Boarding School at Westtown; the institutions that remain to be noticed are of an unsectarian character or of later date.

Chester county had two of the old class of State-aided County Academies, the Chester County Academy, in West Whiteland township, on the Philadelphia and Lancaster turnpike, and the West Chester Academy, at West Chester, both incorporated in 1813. The former, under the principalship of Samuel Turney, its first Principal, stood deservedly high as a school of the classics, and was well attended. Subsequently, it experienced seasons of alternate prosperity and adversity, and finally closed its doors, the property going into the hands of the school board of the district. The latter was for more than fifty years one of the leading schools of its class in eastern Pennsylvania. Among those who studied within its walls were many of the most distinguished citizens of Chester and surrounding counties. The men who stood highest in their profession among its Principals were Jonathan Gause, Anthony Bolmar, James Crowell, and William F. Wyers, and Pennsylvania has few such names on its roll of teachers. In 1869, the property was donated by the trustees for the purpose of establishing a State Normal School. The Normal School at West Chester has therefore this staunch old Academy as a foundation.

Enoch Lewis, after teaching in the Friends' School in Philadel-

phia and at Westtown, opened, in 1808, a Boarding School in New Garden, which continued successful for many years. Mr. Lewis was a profound mathematician, and the author of some excellent works on mathematics. His school attracted many students who had special taste for that branch of study.

Jonathan Gause, after relinquishing the charge of the West Chester Academy, in 1828, organized a school called the West Chester Boarding School for Young Men and Boys, but three years later removed to his farm in West Bradford township, and opened Greenwood Dell Boarding School. In 1839 he became Principal of Unionville Academy, but, in 1847, returned to Greenwood Dell School, and continued at its head until 1865, having been actively engaged in teaching for more than fifty-seven years. He was a master of the teacher's art, especially in those of its departments, whose aim it is to form character and shape life.

Joshua Hoopes opened Downingtown Boarding School for Boys in 1817, removed to West Chester in 1834, and established Hoopes' Boarding School for Boys, which he conducted until 1862. Joshua Hoopes was not only an excellent teacher, but one of the most profound scientists of the day. To be under his instruction was to acquire a taste for the sciences he loved.

Joseph C. Strode had charge of East Bradford Boarding School for Boys, established in 1816, with brief intervals from 1818 to 1846. As a mathematician he had few equals in the United States. The school he taught so long was closed in 1857.

Emmor Kimber established the French Creek Boarding School for Girls in 1817. The school, unsectarian in character, was governed without punishment of any kind. Its one rule was love. In its best days students came to it from many States, and from the West Indies. It closed with the death of its founder in 1850.

The present New London Academy was organized in 1828. It retains the name of the old school of Dr. Alison, and is in the same locality. From thirty to eighty young men are usually in attendance.

The Unionville Academy was established in 1834. The building, a two-story brick, was erected by the contributions of citizens, and the school was controlled by a board of trustees. The boarding house was erected about 1837. The school received State appropriations under the Act of 1838. For more than fifty years this institution has continued its good work. He who pens this

line, with many hundreds of others, owes to it a deep debt of gratitude.

A joint stock company erected a splendid building in West Chester during the years 1837 and 1838 for a young ladies' Seminary. At its head was placed Mrs. Almira H. Lincoln Phelps, author of a work on botany. The school was well attended, but the company failed, and the property was sold in 1840 to Anthony Bolmar, who resigned the principalship of the West Chester Academy to take charge of a Boarding School for boys, which he opened in it and conducted until his death in 1860. Mr. Bolmar was a native of France, and the author of several text-books on the French language. In instruction he was thorough, and in discipline systematic, if not severe. His school was one of the most flourishing institutions of the kind in the country. From 1862 to 1865, the building was occupied by a Military School under the direction of Col. Theodore Hyatt. In the latter year it was purchased by William F. Wyers, who had previously been Principal of New London and West Chester Academies, and opened under the title of Wyers' Scientific and Classical Institute for Boys. Wyers was a German by birth, thoroughly educated, an excellent teacher, and a broad-minded, big-hearted man. At his death, in 1871, the school was conducted a short time by Robert M. McClellan, and then the property was purchased by the Catholic Convent of the Immaculate Heart, and a school opened under the direction of the Sisters.

Ercildoun Seminary was established in 1851, by Smedley Darlington, as a boys' Academy, but three years later it was changed to a school for girls. In 1861, Smedley Darlington was succeeded in the direction of the school by his brother Richard. The buildings were demolished in 1877 by a tornado and the school removed to West Chester. Here it is well fitted up and largely attended. Its Principal enjoys an enviable reputation as a skilled instructor.

Oxford Female Seminary dates from about the year 1835. Its founder was Rev. John Miller Dickey, an earnest friend of education in all its departments. The institution received the State appropriation under the Act of 1838. Its patronage has always come largely from Maryland and Delaware.

Among the other most noted Chester county schools of high grade, some of them still in active operation, may be named Uwchlan Female Seminary, conducted by William Trimble from 1825 to 1835; Brandywine Boarding School, conducted by George Peirce

from 1816 to 1823; Moscow Academy in Sadsbury township, which flourished from 1826 to 1840; Evan Pugh's Jordan Bank Academy; Howard Academy at Rockville; Price's Boarding School for girls, at West Chester; the Misses Evans' West Chester Female Seminary; Robert McClellan's Institute for Boys, West Chester; Mary B. Thomas and Sister's Boarding School for Girls, at Downingtown; F. Donleavy Long's Academy for Boys, Downingtown; Blair Hall, at Fagg's Manor; the Eaton Institute for Girls, Kennett Square; Joseph B. Philips' Academy, Kennett Square; Unionville Female Seminary; West Grove Boarding School for Girls; Hopewell Academy; Parkesburg Academy; Thomas M. Harvey's School for Young Men, in Penn township; Fairville Institute; Jesse E. Philips' Fremont Academy, East Nantmeal; Oakdale Academy, at Pugh-town, and Ivy Institute for Girls, at Phoenixville.

CLARION.—Clarion Academy was incorporated in 1840, and received a grant of \$2,000 and appropriations under the Act of 1838. It never attained the rank of some other institutions of its class, and in 1865, the property consisting of a two-story brick building went into the hands of the school board of the borough, and has since been used for public school purposes.

Callensburg Institute for both sexes, chartered in 1858; Clarion Collegiate Institute at Rimersburg, founded by the Clarion Classis of the Reformed church; Reid Institute, on the banks of Piney creek near Reidsburg, established in 1862, by the Clarion Baptist Association, and for some time under its control; and West Freedom Academy, founded in 1861, have all proven themselves useful educational institutions.

Carrier Seminary is an incorporated institution located at Clarion. The grounds comprise ten acres, and the building, erected in 1868, is one hundred feet in front and cost \$75,000. The school is under the auspices of the Methodist church. At one time it contemplated enlarging its buildings and making application to become a State Normal School, but the project was abandoned.

CLEARFIELD.—The only notable school of high grade in Clearfield county continued for a considerable time was the Clearfield Academy. It was chartered by the State and granted an appropriation in 1827. The lots on which it was located and a thousand dollars in money were the gifts of Abraham Witmer, of Lancaster county. In its day it proved a great blessing to the community, many leading citizens freely acknowledging their indebtedness to it

for instruction and training. Among the masters who had charge of the Academy was William A. Wallace, subsequently State and United States Senator. By an Act passed in 1872, the Academy was united with the common schools, the public High School taking its place.

CLINTON.—About 1820, Rev. J. H. Grier opened a classical school in Pine Creek township which attracted a considerable body of young men not only from the vicinity but from a distance. This institution or one growing out of it received appropriations under the Act of 1838.

Lock Haven Academy, established in 1840, was chartered and aided by the State like other county Academies. When compelled to rely upon its own resources, it became involved in debt and was sold by the sheriff. Bought by citizens, it was continued as an Academy for a number of years. In 1870, it was again sold and torn down to make room for other buildings.

COLUMBIA.—Berwick Academy was erected in 1837. It received appropriations under the Act of 1838. The school flourished for a number of years, but finally became merged in the system of public schools. The building was torn down some years ago. The old Academy at Bloomsburg was two years younger than the one at Berwick. The building contained four rooms. The first master advertised among other things to give instruction in the Hebrew language. Doubtless like most other institutions of its class it was a good classical school. The building was used for many years for public school purposes, but about 1875 was abandoned.

An Academy at Catawissa, founded in 1838, and continued for some years, is now occupied by the public schools.

Greenwood Seminary, established in 1850, and Orangeville Academy, established in 1860, both still open, though of good repute, have never been largely attended. The latter was, in 1866, changed into a Soldiers' Orphan School, but continued as such for only two years.

CRAWFORD.—While the only school at Meadville was kept in the block-house, loop-holed for muskets, erected by the early settlers as a defence against the Indians, a provision was inserted in the Act organizing Crawford county, passed in 1800, requiring the citizens of the town to contribute four thousand dollars either in money or land towards founding a seminary of learning, as a condition to making it the county seat. As a part of the required donation to

the contemplated institution, David Meade deeded to the trustees of the county, who were authorized to receive it, the block-house in which the school was then kept and the lot on which it stood. In 1805, the trustees of the Academy erected a one-story building with two rooms at the corner of Chestnut and Liberty streets, and a school was opened under the direction of Rev. Joseph Stockton, a noted pioneer among Western Pennsylvania teachers. The Academy was formally incorporated by the Legislature in 1807, and three years later it received an appropriation of \$1,000. In 1825, a brick building two stories high was erected. With seasons of prosperity and adversity, the school continued until 1852, when Samuel P. Bates, subsequently Deputy State Superintendent of Common Schools, and T. F. Thickston became joint Principals. The building was greatly improved, modern furniture was procured, a good library and a considerable collection of apparatus were added to its facilities for instruction, and the number of students ran up in 1853 to six hundred and sixty-eight, about one-half being females. Prof. Bates was elected County Superintendent in 1857, and soon after Prof. Thickston left the institution and the school began to decline. In 1861, the property was conveyed to the school board of Meadville for the use of the public schools.

A Female Seminary was incorporated at Meadville in 1802, and seems to have had a close connection with the Academy, for upon the erection of the first Academy building, the block-house lot was transferred to the Seminary and sold for its benefit. In 1806, the State gave it a grant of \$1,000, the only favor of the kind shown an institution of learning for girls before the adoption of the common school system. The Meadville Seminary also received appropriations under the Act of 1838.

CUMBERLAND.—There was a Classical School at Carlisle prior to the Revolutionary war. Among the students was Gen. John Armstrong, subsequently United States Senator from New York, Minister to France, and Secretary of War under Madison. Carlisle also had a Female Seminary that drew appropriations under the Act of 1838, but it seems to have died upon the withdrawal of the State's bounty.

Hopewell Academy, noted for the attention given to classical studies, was established about 1810 by John Cooper, who continued to act as its Principal until 1832, when his health failed and the school closed. Newville enjoyed the advantages of a classical

school, with short intervals, from 1835 to 1855. David Denlinger opened White Hall Academy in 1851. It was well attended for a number of years. In 1864, it was converted into a Soldiers' Orphan School. Sunnyside Female Seminary was opened under a charter from the Legislature, at Newburg, in 1858, with Mrs. Caroline Williams as Principal. It was in operation eight or ten years. Shippenburg Academy, started in 1861, sustained itself five or six years.

A select school was opened at Mechanicsburg about 1850. By 1853 it had so prospered that it was able to occupy a building of its own. The name then assumed was the Cumberland Valley Institute. I. D. Rupp, the historian, was Principal in 1857. The school is still in successful operation. Irving Female College, Mechanicsburg, was founded by Solomon P. Gorgas in 1856. It was incorporated as a College by the Legislature in 1857. The buildings are commodious, and situated in a beautiful grove. The graduates number about two hundred.

DAUPHIN.—John Harris, the founder of Harrisburg, granted the rents, issues and profits of his ferry across the Susquehanna as an endowment for an English and German Academy. With the income from this source, and the aid of subscriptions on the part of the citizens, in April, 1786, when the county was but one year old, an Academy was founded which is still in existence. It was carefully watched over in its early years, as appears from the fact that in 1792 the trustees passed a resolution directing that the master, Samuel Barnes Davis, "shall submit for the approbation of the trustees copies of all such extracts or speeches as he intends the children under his care shall speak at public exhibitions." The rules required a certain number of poor children to be admitted gratuitously, but the names of such children were kept secret. The Harrisburg Academy was chartered in 1809, and aided at different times by State appropriations. The building at present occupied stands on the river bank, and was originally the residence of William McClay, erected in 1791. This institution, although at times suffering from financial difficulties, has continued its good work for nearly one hundred years. Among its earliest teachers, Alfred Armstrong, who had charge of it from 1831 to 1846, seems to have left the deepest impression. Jacob F. Seiler, the present Principal, has rendered faithful service since 1860.

The Commissioners of Dauphin county were authorized by an Act of the Legislature in 1827 to establish at Harrisburg a Public

School on the Lancasterian plan. The large brick building on Walnut street, still used as a schoolhouse, was erected in accordance with this Act, and all children then educated at the public expense in Harrisburg, or within a mile of the town, were required to attend the school. Those able paid tuition fees. Dr. John M. Keagy, a teacher whose professional ideas were far in advance of his time, was the first Principal. In the days of its prosperity the attendance was upwards of three hundred.

Captain Alden Partridge, from 1812 to 1818 Superintendent of West Point Military Academy, established at Harrisburg in 1845 a Military Academy as a branch of the so-called Military University at Norwich, Vermont, of which he was President. It was at first well organized, and seemed to promise permanent success, but after a few years it began to lose ground, and soon closed. A Female Seminary at Harrisburg received appropriations under the Act of 1838, but it did not continue in operation long enough to have much history.

In 1849, Mrs. Anna Le Conte established at Harrisburg a school for girls that attained a high rank. It was incorporated by the Legislature. The course of instruction embraced all the studies of our best Female Seminaries. The school closed about 1867. The Pennsylvania Female College at Harrisburg was chartered by the State in 1853. Provision was made for a regular College course. The building occupied is known as the Harris mansion, and is now the residence of Hon. Simon Cameron. The school closed upon the death of the President, Rev. Beverly R. Waugh. An unassuming, but one of the most meritorious private high schools for girls in the State, is that opened in 1861 by Miss A. Y. Woodward, and still continued.

DELAWARE.—The school of Christopher Taylor, the learned Quaker, established on Tinicum island in 1684, was without doubt the first school of high grade in Pennsylvania.

Among the notable schools now closed may be named Sharon Female Seminary at Darby, which flourished some years before 1855; the Boarding School for both sexes at Village Green, opened in 1856 and closed in 1868, and the Upland Normal Institute, near Chester, whose fine buildings were erected about 1855 by John P. Crozer, at a cost of \$45,000, and are now occupied by the Crozer Theological Seminary.

The most notable schools of those still in operation are the fol-

lowing: Brooke Hall Female Seminary at Media, founded in 1856 by H. Jones Brooke, a warm friend of education, and one of Delaware county's most honored citizens. Brooke Hall is widely known as one of the best institutions of the kind in the State. It is under Episcopal church influence. The Principal is Mrs. M. L. Eastman. Its graduates number two hundred. Maplewood Institute for both sexes at Concordville, established in 1862 by Joseph Shortlidge, its present Principal, and incorporated by the Legislature in 1870. It is well attended and ably conducted. The Chester Academy at Chester, established in 1862 by Charles W. Deans, at the time one of the most prominent and promising teachers of the State. Professor Deans was succeeded by George Gilbert, who extended the course and improved the school. The Media Academy for boys, established in 1874 by Swithin C. Shortlidge. This institution has an able corps of instructors, and prepares boys for the best Colleges. The students number from one hundred and twenty to one hundred and fifty.

ELK.—An Academy and Convent were founded at St Mary's, in 1852, by Mother Theresa Ripp and two other Benedictine Sisters from Bavaria. The Academy has a good reputation, and has done much to prepare teachers for the public schools in that section of the State.

ERIE.—The two old, State-incorporated, State-aided Academies or Public Schools in Erie county, one at Erie and the other at Waterford, are still in operation. Both were incorporated in 1811, and both received generous aid from the State in the shape of outlying land, city lots, and money. The Academy at Erie was opened as a Lancasterian school, but soon changed its plan of instruction. It has always been a positive force in the educational history of the county. Pleasantly situated near the centre of the city, and directed for the most part by competent masters, it has attracted many of the most talented young men in the vicinity, and "its graduates and students" says one who speaks from personal observation, "are scattered over the county, filling places of trust and power." Some unsuccessful attempts have been made to connect the Erie Academy with the public schools. The property is estimated to be worth \$75,000. The Academy building at Waterford was erected in 1821. Its good work for nearly three-quarters of a century is shown in the intelligence and enterprising character of the men who have been educated within its walls.

The Legislature incorporated in 1840 an Academy at Albion, under the name of Joliet Academy. A building was erected by subscription. The institution was especially designed to prepare teachers, and for a time was largely attended. When it closed its work in 1862, the buildings passed into the hands of the local school board. A stock corporation at Girard, erected in 1851 a commodious building for an Academy. The school at first met with good success, but in 1864 it closed, and the building has since been used by the public schools. Lake Shore Seminary, at North East, was established in 1871 under the auspices of the Methodist church. The building is one of the best of the kind in northwestern Pennsylvania, and for a time the school flourished. At length misfortunes overtook it and the property was sold to the Catholic Order of Redemptorists. It is now the seat of the St. Mary's College. The institution is not a College in the ordinary sense, although Collegiate studies are pursued, but a school preparatory to a Theological course. The architecture of the College is modern French, the building being one hundred and fifty feet long and two stories high, with a mansard roof. The students number about one hundred and twenty. St. Benedict's Academy for Young Ladies, Erie, is under the care of the Benedictine Sisters.

FAYETTE.—The Academy or Public School of Fayette county, incorporated in 1808, became the property of Madison College in 1828. A Female Seminary at Brownsville received appropriations from the State under the Act of 1838, but never accomplished anything worthy of record. Dunlap's Creek Presbyterian Academy, at Merrittstown, opened in 1848 and closed in 1873, and George's Creek Academy, in Smithfield, under Baptist control, opened about 1855 and closed in 1875, did a good work in their respective neighborhoods.

FOREST and FULTON.—There has never been an Academy, Seminary, or Boarding School of high grade within the limits of either of these thinly-settled counties.

FRANKLIN.—Benjamin Chambers, the founder of Chambersburg, set apart two lots in the plan of the town for educational purposes. Chambersburg Academy was chartered in 1797, and the school opened the same year under the direction of James Ross, the author of Ross' Latin Grammar, printed at Chambersburg in 1798. Two years later the State donated to the Academy the sum of \$2,000. For many years the institution ranked as one of the best of its

class. In the burning of Chambersburg in 1864 by a body of Confederate cavalry, the Academy, with all its archives, books, and apparatus, was completely destroyed. A new building was erected in 1868, and under the administration of Dr. J. H. Shumaker, from 1868 to 1883, the Academy attained high rank as a classical school. It is one of the few old Academies that still flourish. The Female Seminary at Chambersburg that drew appropriations under the Act of 1838 could not have lived more than a few years.

About 1825, James Walker, a wide-awake teacher of the old school, went to Lancaster, learned the Lancasterian method of teaching in the institution established there, and returning, introduced the new method in a school at Greencastle. His school flourished for some years. The Fayetteville Academy and Seminary started in 1852, and closed in 1860. Dry Run Academy, in the northern part of the county, opened in 1874, continues to enjoy a fair share of patronage.

Wilson Female College, now in its fifteenth year, is beautifully located near Chambersburg. It takes its name from Miss Sarah Wilson, who contributed largely to its funds. The buildings are commodious and well adapted to their purpose. The charter grants the institution collegiate powers, and the aim of its projectors was to make it a great College for girls. Vassar College, New York, was taken as a model, and the leading teachers at first came from the noted school on the Hudson. In addition to the College course, there is a Preparatory course, and a Music and Art department. The number of students is about one hundred. Rev. J. Edgar is the President.

GREENE.—Greene County Academy, at Carmichaelstown, was chartered in 1810. It was aided by the State, like other institutions of its class. The charter was obtained a considerable time before a school could be opened, but when started it was patronized by many of the most influential families in the county. Finally the building and the money belonging to the school were turned over to the local school board for the use of the public schools.

HUNTINGDON.—An Act was passed in February, 1790, for founding and endowing a Public School in the town and county of Huntingdon. A school was opened in 1791, under the direction of Rev. John Johnson. A lot containing two acres was donated to the trustees by Dr. William Smith, long at the head of the College, now University, at Philadelphia, and the owner of much of the land

upon which the town of Huntingdon is located, "in trust for the use of a Public Grammar and Free School;" but no building was erected for many years. The first one was built in 1844, and a better one in 1874. The latter is now in use by the public schools. The institution was chartered in 1816, and received the customary State aid. Though so long without a building of their own, the trustees managed to maintain a school that attracted a large number of talented young men. Samuel Calvin, an honored name in central Pennsylvania, took charge of it in 1833. Among his pupils were Judge Porter, of Philadelphia, Senators William A. Wallace and Titian J. Coffey, and United States District Attorneys George A. Coffey and H. Bucher Swoope.

Shirleysburg Female Seminary and Aughwick Collegiate School at Shirleysburg continued in operation from 1851 to 1863; Milnwood Academy at Shade Gap, opened by Rev. J. Y. McGinnes, a Presbyterian clergyman, prospered for some years but closed in 1875; Cassville Seminary, established in 1851 under the auspices of the Methodist church, erected buildings in 1852 and 1854 and gave fair promise of success, but in 1865 was converted into a Soldiers' Orphan School; Mountain Seminary at Birmingham, incorporated in 1857, although twice sold by the sheriff, is now quite prosperous, with good buildings, fifty acres of ground and an able corps of teachers.

A select school was started in Huntingdon, in 1876, by J. M. Zuck, in the interest of the United Brethren or Dunkers. He had at first only three students; but the school grew rapidly and in 1878 it was incorporated under the name of the Brethren's Normal College, with the right to confer degrees. Ground was purchased and a building erected, one hundred and two feet in front and four stories in height, surmounted by a tower. The institution has a faculty of nine or ten and an annual enrollment of three or four hundred students, nearly one-half of whom are preparing to become teachers. In aim, method and spirit it is more like our State Normal Schools than our Colleges. Prof. Zuck died in 1879. Elder James Quinter is President of the College, and J. H. Brumbaugh is chairman of the Faculty.

INDIANA.—Indiana Academy, at Indiana, was chartered by the Legislature in 1814. The sum received from the State was \$2,000. Several years elapsed before the first, small, one-story stone building was erected and the school went into operation. The building

was replaced in good time by a larger brick one. After holding its place as a centre of learning for about fifty years, the school closed and the property was transferred to the school board of the borough. The Female Seminary that was opened at Indiana about 1840 continued open but a short time.

Blairsville is noted as a centre of educational influence. Blairsville Academy has been in operation since 1842, and Blairsville Female Academy since 1853. Both have met with a good degree of success.

Rev. Alexander Donaldson, who has for nearly fifty years conducted a classical school at Eldersridge, is one of the most distinguished teachers in western Pennsylvania. The good he has done in a quiet, unostentatious way is simply incalculable. Graduating at Jefferson College in 1835, he settled at Eldersridge. In 1838, he commenced giving private lessons, first in his own study and afterwards in the second story of a log spring-house. In 1847, he opened Eldersridge Classical and Normal Academy for Males and Females. The first building erected, 1851, was a one-story frame, the second a two-story brick. The property was owned by Dr. Donaldson, and the enterprise was wholly private until 1875, when the institution, then wholly free from debt, was chartered and placed under the management of trustees, its former proprietor still remaining at its head. The Academy has been attended by about three thousand students, one hundred and thirty of whom became ministers of the Gospel, sixty-nine lawyers, sixty-five physicians, and several hundred engaged in the work of teaching. They constitute a choice body of men and women shaped into useful members of society by a master hand.

JEFFERSON.—Higher instruction has been given at times in select schools at Brookville, Punxsutawney, Reynoldsville, Whiteville, Corsica, Perrysville and Bellview, but there is no permanent, well organized Academy or Female Seminary in the county. The Academy at Brookville that received State appropriations under the Act of 1838, was like the other schools of high grade in Jefferson county, short-lived.

JUNIATA.—Tuscarora Academy was for years the most noted institution of the kind in the Juniata Valley. Opened in 1836, and drawing the State appropriations under the Act of 1838, it continued in operation until 1876. Airy View Academy was opened in 1852 and closed in 1875. It enjoyed a good reputation.

McAlisterville Academy was established in 1855. Col. George F. McFarland purchased the buildings in 1858 and became Principal of the school. In 1862 he went into the army and took with him many of his older boys, and the school was closed. Upon his return in 1863, crippled with wounds, it was reopened, to be soon after converted into a Soldiers' Orphan School.

LACKAWANNA.—The oldest and most noted school of high grade in the new county of Lackawanna, is Madison Academy at Waverly. In 1842, Gilbert S. Bailey, who had been a student at Oberlin College, opened a select school at Waverly, in which he prepared young men for college or for business. Two years later a charter was obtained and a building erected. The school at this time numbers over one hundred students. Mr. Bailey resigned the Principalship in 1845, and since then the school under different names has met with varying success. Prof. H. D. Walker, a well known teacher in northern Pennsylvania, has had charge of it most of the time. J. L. Richardson was Principal when appointed County Superintendent of Luzerne county in 1855. In 1873, Rev. Thomas M. Cann established a private school of high character in the city of Scranton. It is now called the School of the Lackawanna. The students that have attended it number over five hundred.

LANCASTER.—The school of the Seventh Day Baptists at Ephrata, the Moravian schools at Litiz, the Episcopal church school in Cærnarvon, the Presbyterian classical schools in Salisbury, Donegal, Drumore, and at Strasburg, have been spoken of elsewhere, as has also the Lancaster County Academy, incorporated in 1827 and merged in Franklin College in 1839.

A public school on the Lancasterian plan was opened in Lancaster in 1823. The handsome and commodious building erected for its accommodation is still used for school purposes, and the elliptical curves around which the children stood in receiving instruction from the monitors, remain to this day marked upon the floors. It was an institution of high repute in its day. Gen. Lafayette visited it as the lion of the town in 1825, and teachers came from a distance to acquaint themselves with its methods of instruction. Children who were able paid for their instruction, others were admitted free. Needle-work was a branch of instruction in the female department. The Lancasterian school closed in 1838, to be re-opened as a public school under the law of 1834. A Lancasterian school was established at Columbia, but it continued in operation a shorter time, and met with less success than the one at Lancaster.

The only private schools of high grade now in operation in Lancaster county are the following: Chestnut Level Academy, owned by the Presbyterian church at that place. It was established in 1852, and with some seasons of depression, has been in the main successful. Union High School, Coleraine, established in 1859, by James W. Andrews. And Yeates Institute, Lancaster, founded in 1857, and endowed by Miss Catharine Yeates.



LANCASTERIAN SCHOOLHOUSE, LANCASTER.

Among the most noted Academies and Seminaries that have closed or are now idle, may be mentioned Abbeyville Institute, near Lancaster, opened as an Academy of high rank, in 1835, but continued only for a few years; James Damant's Female Seminary, Lancaster, an institution that received State appropriations under the Act of 1838; Cedar Hill Seminary, established in 1837, by Rev. N. Dodge, one of the most distinguished teachers of his day, and continued under his direction with marked success for nearly forty years; the Strasburg Academy, founded by Rev. David McCarter, in 1839, continued by him with a wide field of patronage until 1853, and subsequently in the hands of others until 1858; the Susquehanna Institute, established at Marietta by a stock company, about 1843, followed by the Marietta Academy, an institution

for both sexes, opened by James P. Wickersham in 1845, and conducted by him until 1854, when he was elected County Superintendent of public schools for Lancaster county; the Mount Joy Institute, established in 1838, by John H. Brown, subsequently an active teacher in Philadelphia, and the first President of the State Teachers' Association; The Mount Joy Academy, a chartered institution founded in 1851, the buildings long closed, and now used as a Soldiers' Orphan School; the Churchtown Academy, continued from 1854 to 1872; the Paradise Academy, continued from 1859 to 1865; and the Washington Institute, Columbia, chartered in 1853, and continued with varying success until about 1875, when it was rented to the school board for the use of the public schools.

LAWRENCE.—About the year 1829, an English teacher from Philadelphia established a Lancasterian school at New Castle, but it continued in operation only a few years.

New Castle Female Seminary, chartered in 1838, and sharing in the State appropriations granted by the Act of that year, became a popular school and flourished for about ten years. The building is still standing.

LEBANON.—Lebanon Academy incorporated in 1816, and Lebanon Female Seminary incorporated in 1838, were both beneficiaries of the State. The buildings of the former were leased to the school board in 1852, and those of the latter in part in 1852 and altogether in 1870. Many leading citizens of Lebanon county received their education in these institutions.

The Schaefferstown Academy started in 1849, flourished for some years, and the buildings were then sold for a private residence. The Swatara Collegiate Institute, near Jonestown, was incorporated in 1859. The corner-stone of the building was laid with Masonic ceremonies. I. D. Rupp, the historian, was Principal for some years. After changing owners several times, and being burned down in 1875 and rebuilt, the institution is now, under the name of Heilman Hall, a popular school for both sexes. Palmyra Academy, a private High School, was founded in 1863, and is in successful operation under the direction of Peter B. Whitmer and son.

LEHIGH.—Lehigh, like nearly all of the older counties, had its Academy or Public School located at Allentown. It was incorporated in 1814, but owing to a condition in the Act requiring a thousand dollars to be raised by subscription before State aid could be

made available, the building was not erected for ten or twelve years and the school was not opened until 1827. The most flourishing period of the Academy was during the Principalship of I. N. Gregory, a teacher of rare gifts in the line of his profession. Upon his resignation in 1865, the light of the Academy grew faint and in 1868 went out altogether. The building was at length sold, and is now the site of a private residence. The only relic remaining is the old bell, cast by Matthias Tommerup at his foundry in Bethlehem in 1769. Placed in the belfry of the Academy, it was used to mark the hours of school for nearly half a century.

A Female Seminary was opened at Allentown, in 1831, by Misses S. and A. C. DeBarthold, whose course of study included astronomy with the use of globes, history, sewing, music, embroidery, and painting on wood and velvet.

In 1855, the Lehigh county High School was opened at Emaus under the direction of James S. Shoemaker. During the few years it was in operation, the ancient and modern languages as well as the higher branches of mathematics were taught.

Allentown Female College was established in 1868 under the auspices of the Reformed church. The first President was Rev. W. R. Hofford. The course of instruction is similar to that of other Female Colleges. It has power to confer degrees, and graduates small but regular classes.

The Bishopthorpe Boarding School for Girls is at Fountain Hill, Lehigh county, near Bethlehem. The school was established by Episcopalian influences, and is maintained as a church school. It ranks high as an educational institution.

LUZERNE.—If some old citizen of Wilkesbarre were asked to name the institution that had done most for that town and the county of Luzerne, he would most likely point to the place where the building stood in the public square, and say, with an affection still warm, the Wilkesbarre Academy. Unlike most institutions of its class, it was open from the first to both sexes, and on its rolls were the names of the leading families of the Wyoming Valley. Wilkesbarre Academy was chartered in 1807; in 1838, with other alterations in the charter, the name was changed to Wyoming Academy. An old log building, used as a Court-house prior to 1804, was the seat of the Academy for thirty-one years, when it gave place to a more pretentious brick structure. Garrick Mallery, afterwards President Judge, was the first Principal. Among the

students who became prominent, may be mentioned Judge George W. Woodward, Congressman Hendrick B. Wright, Doctor S. D. Gross, Bishop Samuel Bowman, and Professor John S. Hart.

A Female Seminary was opened in Wilkesbarre about 1840, but it met with little success, and soon closed. In 1815, the citizens of Plymouth erected a two-story frame building for educational purposes. A classical school of high grade was opened in it in 1828, and continued for some years. The house is now occupied by the public schools. New Columbus has had for many years an Academy building, and at times there has been a good school kept in it. The Luzerne Presbyterial Institute, in Kingston township, was projected in 1845, and occupied the building erected for it in 1849. Its curriculum embraced the Latin, Greek, French, and German languages, with higher mathematics, music, drawing, and painting. It possessed considerable philosophical apparatus, a collection of specimens in natural science, and a library. The last Principal resigned in 1861, and the building has since been either used for a small select school, or for public school purposes.

In 1844, under the auspices of the Methodist church, the Wyoming Seminary was established at Kingston. It commenced with a small brick structure, but new buildings have been added from time to time, until now the property is valued at \$200,000, and its facilities for instruction are unexcelled by any institution of the kind in the State. Twice the buildings have been partially burned down, but they were at once rebuilt on improved plans. The attendance of both sexes is usually three or four hundred. The course of study is that of a high grade Academy or Female College. Rev. Reuben Nelson conducted the school with rare tact and skill for twenty-eight years. Since 1872, Rev. David Copeland has been Principal.

LYCOMING.—The Williamsport Academy was chartered by the State in 1811, and went into operation in a building of its own the next year. It was a county Public School, with six trustees, two of whom were elected annually by the qualified voters of the county. Upon the passage of the free school law of 1834, the Academy closed, and the building was rented by the board of directors of the school district of Williamsport. In 1839 the property was sold, and with the proceeds the trustees erected a plain brick building, two stories high, which after some vicissitudes became a part of Dickinson Seminary.

Dickinson Seminary is in nearly all respects a counterpart of the Wyoming Seminary at Kingston. It was founded and built up under the auspices of the Methodist church. Starting with the Academy lot and building, which were transferred in 1849 to the trustees of the Seminary by the town council of Williamsport, in whose possession the property then was, additional grounds were purchased, and additional buildings were erected, until the school became one of the most commodious and attractive institutions of the kind in the State. It had boarding accommodations for two hundred students, and school accommodations for two hundred more. After a struggle of twelve years under a heavy debt, the property was sold, but it went into the hands of friends, who did not suffer its relation to the church to be disturbed. In more recent years the school has had its seasons of depression, but has enjoyed a fair share of prosperity, and scattered the blessings of learning throughout a large section of the State. Rev. Samuel Bowman, now Bishop, was its first Principal, and continued at its head for ten years.

A female Seminary at Muncy received appropriations under the Act of 1838, but nothing further is known of its history.

The West Branch High School, located at Jersey Shore, was founded in 1852, by the Presbyterian church. For one or two decades it was very popular, attracting a large number of students. Then followed some years of depression, a change of name to Eclectic Institute, a reorganization and revival. At present the prospect is again dark. A private Normal School at Montoursville has been conducted since 1870. Its founders and most active promoters have been T. F. Gahan, W. R. Bierly, and J. T. Reed, the first and last named, County Superintendents. An excellent Female Seminary, conducted by the Misses Wilson, has existed at Williamsport since 1865.

McKEAN.—Smethport Academy was chartered by the State in 1829, but not opened until 1837. Among its Principals are the well-known names of Glenni W. Schofield, Byron D. Hamlin, For-dyce A. Allen, and Warren Cowles. In the days of its prosperity it was largely attended from McKean and other counties. About 1860, the building went into the hands of the local school board.

MERCER.—The Mercer Academy was chartered by the State in 1811. It received a grant of \$2,000 and appropriations under the Act of 1838. After occupying the position of the principal educa-

tional institution in the county for many years, it closed about 1850, the property being conveyed to the school board, the proceeds to be used in the erection of a union school building. There was an Academy in Greenville with one hundred students in 1853.

A Seminary established at Jamestown in 1858 has been fairly successful, the attendance being from one hundred to one hundred and fifty. Pine Grove Normal Academy, Grove City, was founded in 1876. Under the energetic management of Isaac C. Ketler, the Principal, the number of students has reached nearly five hundred.

MIFFLIN.—Lewistown Academy was incorporated in 1815, but it had no building of its own until 1826. The school was at first taught in the Sessions House of the Presbyterian church. In the hands of a line of teachers many of whom were men of learning and ability, Lewistown Academy has continued down to the present day to dispense its blessings to the youth of the Juniata Valley. It has adhered more strictly to the old course of study and to the old methods of teaching than almost any other institution of its class in the State. Even down to a recent period its course of study consisted mainly of the classic languages and mathematics, and they were taught without much use of the artificial aids introduced in modern schools. The system of instruction was greatly modernized in 1877. The building, which has been much improved within a few years, is pleasantly located and surrounded with delightful grounds. One of the early Principals of the Academy was John H. Hickok, father of State Superintendent Hickok.

A select school taught by Miss Sarah Black, in a small plain building, grew into Kishacoquillas Seminary, chartered in 1854. The buildings are commodious but not expensive. During the Principalship of Solomon Z. Sharp, Martin Mohler and J. M. Bell, the school placed itself in direct connection and sympathy with the common schools and attracted many students who desired to fit themselves for teachers. It still flourishes.

MONROE.—Stroudsburg Academy, incorporated in 1839, received from the State a grant of \$2,000 and the appropriation made under the Act of the preceding year. The building is a plain two-story brick located on "Academy Hill," north of the town. The school never attained high rank. The building has been for twenty-five years used for public school purposes, but still belongs to trustees.

In 1855, Rev. Mr. Howell, a Presbyterian clergyman, erected a fine school building at Delaware Water Gap, and conducted a pros-

perous school until 1862, when he left it to enter the army. Samuel Alsop, a Friend, the author of several mathematical works and a teacher of high standing, bought the property and opened a school, but soon after sold the place for a summer resort.

MONTGOMERY.—The institution now called Lower Merion Academy, was originally established about 1812 by a bequest of Jacob Jones, a Friend. A large building was erected for its accommodation. Since 1836, it has been virtually a free school managed by a board of trustees. By a similar bequest of Robert Loller, made about the same time, a school of high grade was opened at Hatboro. The buildings consist of the Academy, sixty-one by forty-two feet, two stories high, and a large dwelling house. The grounds comprise seven acres. An excellent Boarding School was in operation at Plymouth Meeting-House from early in the century till about 1850.



HIGH SCHOOL BUILDING, NORRISTOWN.

Montgomery had its old State-aided Academy or Public School at its county seat, like most of the other counties, though it never seems to have attained as high a rank as some of them. It was

chartered in 1805. The property was rented to the school board of Norristown in 1836, and sold to it in 1849, the proceeds being used in building the Oak street public school. One of the conditions of this arrangement, was that Latin and Greek and the higher branches generally should continue to be taught in a department of the school the funds of the Academy had aided in establishing. Thus the High School of Norristown in a certain sense grew out of the Academy. It is a striking example of a transition that is of marked historic interest. The Norristown Academy, and the Loller Academy at Hatboro, as well as Academies at Sumneytown and Pottstown, and a Female Seminary at the latter place, received the benefits of the State appropriations under the Act of 1838. The building at Sumneytown is still standing, devoted for a portion of the year to the use of the public schools. The early schools at Pottstown did not continue long, but they doubtless furnished the germs that ripened into the institutions of learning for which Pottstown became distinguished in later days.

Oakland Female Institute for girls was established at Norristown, in 1845, by Rev. J. Grier Ralston. The school began with four pupils, but its growth in all respects was truly wonderful. The grounds of four and a half acres were gradually improved and beautified. Additions were made from time to time to the buildings until they reached a frontage of two hundred and twenty-five feet. The institution supplied itself from time to time with the best appliances for instruction. Pupils were drawn to the school from all the States in the Union and from foreign countries. Owing to the ill health of the proprietor, the school was closed from 1874 to 1877. It was again closed in 1883.

Samuel Aaron was a teacher in the Norristown Academy, then in a private school at Norristown, and in 1844 opened Tremount Seminary, located on a site commanding a beautiful view of the town, the Schuylkill river and the surrounding country. Samuel Aaron was one of the ablest men in the profession, but he was too positive and out-spoken in his opinions, and too aggressive in his mode of acting, to attract students in large numbers or to build up a great school, and hence he involved himself in debt and his property was sold by the sheriff in 1858. The present Principal, John W. Loch, who had previously been connected with it, purchased the school in 1861, and since that time has greatly enlarged and improved the buildings. The attendance of students averages about one hundred

and twenty, and the school has the full confidence of a host of patrons.

Pennsylvania Female College, at Collegeville, was established in 1851, by Rev. J. W. Sunderland. It has power to confer the usual collegiate degrees. The value of the grounds and buildings is estimated at \$50,000. The number of students is less than a hundred, few of whom are in the regular course.

Washington Hall Collegiate Institute, Trappe, was founded in 1830. For many years it has been under the direction of Abel Rambo, for several terms Superintendent of the public schools of Montgomery county. There were some years ago two large flourishing Seminaries at Pottstown, Cottage Seminary and Hill Seminary; the latter was reorganized in 1876, destroyed by fire in 1883, but soon rebuilt upon a greatly improved plan. Its present condition is promising. Perkiomen Valley Seminary and North Wales Academy are flourishing institutions.

Ogontz School for Young Ladies now occupies the magnificent building erected for a country-seat by Jay Cooke in the days of his prosperity. The school was removed to Ogontz in 1882 from Philadelphia, where it had been known for over thirty years as the Chestnut Street Seminary. At Ogontz the students enjoy not only the advantages of a good school, but the luxuries of a splendid home.

Since 1879 work has been in progress on the building designed for Bryn Mawr College. The purpose of the College is to make the fullest provision for the higher education of women. It was founded and endowed by Dr. Joseph Taylor, of Burlington, New Jersey. Dr. Taylor was a Friend, and the management of the College will be exclusively in the hands of Friends. The grounds consist of thirty-two acres, and all the arts of the landscape gardener will be called upon to make them beautiful. The erection of Taylor Hall, the main College building, was begun by the founder in 1879, but it was not completed at the time of his death, some two years later. This building is one hundred and thirty feet in front, and three stories high. It contains a chapel, recitation rooms, reading rooms, and rooms for chemical, biological, and botanical laboratories. No expense has been spared to make it a model structure of its kind. One or two buildings have been erected for dormitories and study rooms, and others are to follow, as the plan of a division of the students into families has been adopted. Buildings for a

gymnasium and a laundry have been provided. The course of study adopted is very broad and full, with a specialist at the head of each department. There will also be post-graduate courses with fellowships in Greek, English, Mathematics, History, and Biology, and a European scholarship. Young women at this institution will have all the advantages that young men can obtain at any College. The plan after which the institution has been modeled is in the main that of the Johns Hopkins University, Baltimore. The endowment of the generous founder amounts to \$800,000. The school is expected to open in 1885, under the direction of James E. Rhoads, President.

MONTGOMERY.—Danville Academy, chartered in 1818, received no direct aid from the State, although it shared in the appropriations under the Act of 1838. The lot on which it stood was donated by Gen. William Montgomery and his kinsmen, and the two-story brick building first occupied was erected under the auspices of the Presbyterian church. The church has always elected the trustees. In 1855 a new building was erected with many modern improvements, and the school still flourishes. The teachers of the Academy have usually been men of learning, enabling it to hold the leading place among the schools of the county.

The Limestoneville Institute was established in 1862, by an association of stockholders, Rev. Lucian Cort was the first Principal. It continues to be well patronized.

NORTHAMPTON.—The famous institutions of learning established by the Moravians at Bethlehem and Nazareth are in Northampton county. One of the oldest classical schools in the State was opened in 1785, by the Scotch-Irish settlers, in Allen township. It was situated on Monocacy creek. The first Principal was Robert Andrews, a graduate of Trinity College, Dublin. Governor George Wolf was both a student and a teacher in this Academy. The school closed in 1826.

A meeting of the citizens of Easton was held at the Court-house, March 8, 1794, to consider the question of establishing a school. Out of the movement grew Union Academy, chartered the same year. The German influence in its establishment is shown by the provision in the charter granted by the Supreme Court, requiring that the pastors of the Lutheran and Reformed churches should be members of the board of trustees, and that five additional members should be chosen from each congregation, making twelve out of the

seventeen members. The remaining five were required to be professors of Christianity. The course of study to be begun at once was "the English and German languages, Reading, Writing, Arithmetic, and Psalmody," to be followed as soon as practicable by "the learned and foreign languages, the mathematics, Algebra, Theology, the elements of History, Geography, Moral and Natural Philosophy, and other branches of the arts, sciences, and literature." An Academy building was erected of stone, sixty by thirty-four feet, and some years afterwards there was added to it a small brick edifice, designed for a teacher's residence. The Academy never fulfilled the design of its founders, or attained the high rank of some other institutions of its class. At intervals a teacher would open a school in one of the rooms, and give instruction in the ancient languages and the higher branches of an English education, but during nearly all the years of its existence, the building was at the disposal of almost any one who could organize a school, high-or low. The trustees were either unable or unwilling to plan and direct the management. After 1828 the board never convened, and by an Act passed in 1835, the property was transferred to the borough. The old building is still used for public school purposes.

NORTHUMBERLAND.—The Academy at Northumberland was incorporated in 1804. It received \$2,000 from the State when incorporated, and \$2,000 more in 1808, the latter sum in lieu of a grant not to exceed three thousand dollars, previously offered on condition that the institution should receive as a donation the valuable library of Dr. Joseph Priestley, then a resident of Northumberland. The library never came into the possession of the Academy. The Academy building was a large two-story brick. The school was reasonably prosperous in its earlier years, but subsequently fell into decay, and the greater part of the property was sold to pay debts. What remained was by a special Act of the Legislature transferred to the local school board, and the proceeds used to construct school-houses. Rev. Isaac Grier and his son, Robert C. Grier, afterwards one of the Judges of the Supreme Court of the United States, were among the Principals of the Academy.

An Academy at Milton was taught by Rev. David Kirkpatrick, from 1822 to 1835. Few teachers in Pennsylvania have left so deep an impression upon their pupils or upon the community in which they labored as Mr. Kirkpatrick. An Irishman, with the quick perception, ready wit, enthusiasm, and sympathy of the Irish nature,

he was a teacher of rare skill. Among his pupils were Governors Pollock and Curtin, and a large number of other distinguished men. Proud that one of his boys should have been elected Governor of the State, then a very old man, he came to Harrisburg from Westmoreland county, where he resided at the time, in January, 1855, to attend the ceremonies connected with the inauguration of Governor Pollock. Very unexpectedly to himself, he was honored with a banquet at Coverly's hotel. Ten of his old pupils, among them the newly-inaugurated Governor and his Secretary of State, all occupying prominent positions, sat with him around the table. A report states that "the venerable preceptor, borne down with the weight of years allowed to mortals, addressed his whilom pupils with all the simplicity and earnestness of a doting grandfather addressing children. It was perhaps the proudest day of his life, and he wept like a child as he recalled the happy memories of other days, and pointed to the now mature and eminent minds he had shaped in boyhood."

In 1830, a building was erected in Milton, for a school to be conducted on the Lancasterian plan. A. T. W. Wright, subsequently Principal of the Normal School for Girls in Philadelphia, had charge of it in 1831. The attendance of pupils at that time was two hundred and forty. In 1802, Rev. John Bryson, a Presbyterian clergyman, opened a classical school in his own dwelling near Turbutville and continued it several years. Elysburg Academy was opened in 1849, and notwithstanding some reverses, still flourishes. Both an Academy and a Female Seminary, at Sunbury, received appropriations under the Act of 1838. The Academy continued in operation for about thirty years with a fair attendance of students.

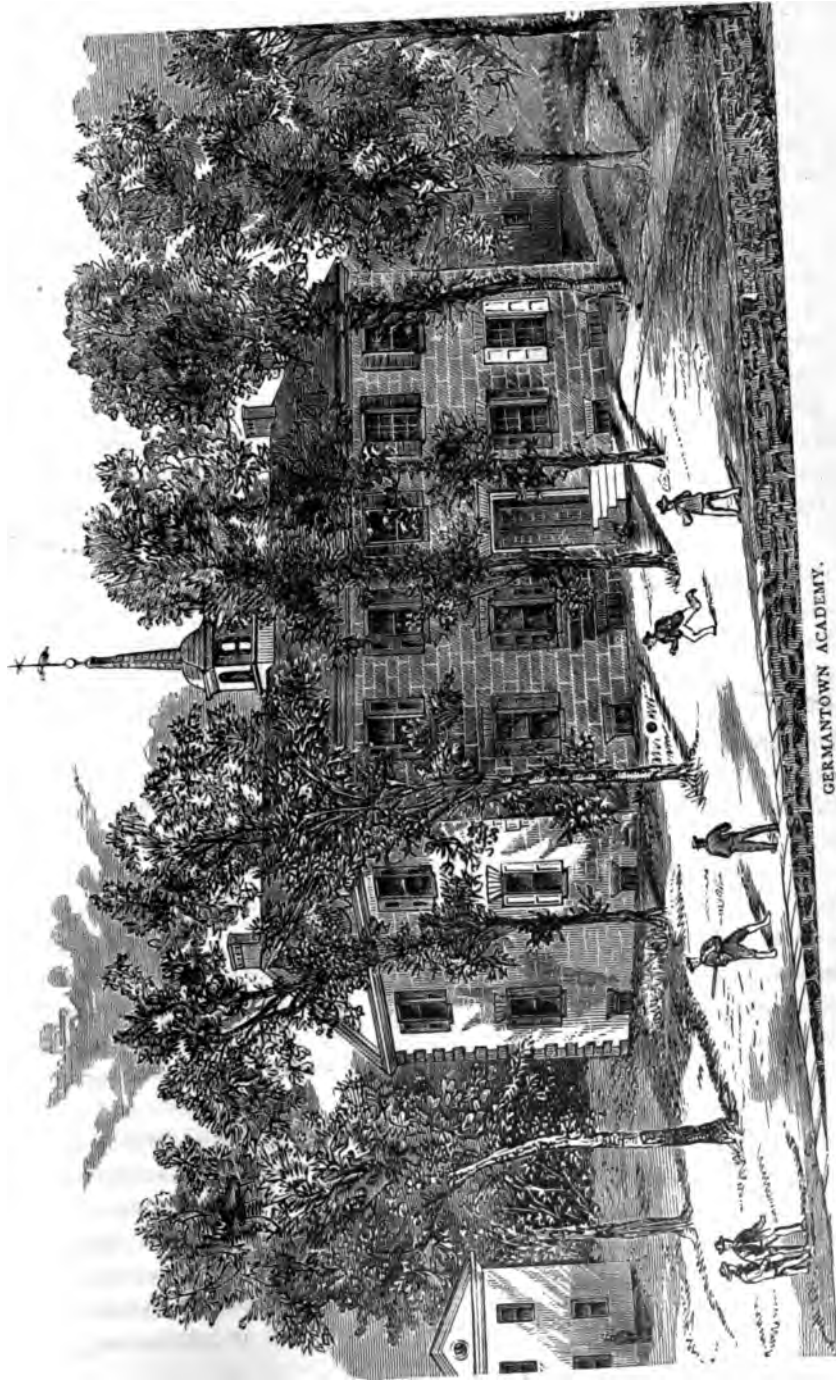
PERRY.—Perry county has had in operation at different times since 1850, and in different places, a number of Academies and select schools, but all of them were of a private character and none attained more than temporary prosperity. Perhaps the best attended and longest continued was the Landisburg classical school, subsequently the Mount Dempsy Academy.

The Bloomfield Academy was chartered in 1838 as a County Public School, and received appropriations from the State under the Act of that year as well as a special grant of \$2,000. The school was opened in 1839, although the brick building which is still standing was not erected until the following year. In its best days, the Academy had an attendance of one hundred and twenty pupils.

In 1852, the property was sold to the county, and, in 1853, went into the hands of private parties, who have continued the school in operation with more or less success down to the present time.

PHILADELPHIA.—The three oldest schools of a Secondary grade in Philadelphia, are the William Penn Charter School, the Germantown Academy, and the Protestant Episcopal Academy, the first dating from 1689, the second from 1760, and the last from 1785. Of the first named nothing remains to be said; concerning the other two some further facts will be given.

The Germantown Academy stands on Schoolhouse Lane. The building was erected in 1761 by subscription with the aid of a lottery. Connected with it were provided two smaller buildings for the residences of the masters. In 1821, the State gave it a donation of \$2,000. The first name adopted was the Union Schoolhouse, so called because it was built by the combined efforts of English and German, and was designed as a place for the instruction of the children of all classes. The Legislature chartered the school in 1784 under the title of the Germantown Public School, but it is best known by its more modern name of Germantown Academy. The Germans under the lead of Christopher Sower, the publisher and Dunker Elder, seem to have been most active in starting the movement which resulted in the establishment of the Academy, and when the school opened in 1761, Hilarius Becker, master of the German department, had seventy pupils, while David James Dove, master of the English department, had only sixty-one. The Quaker children were excused from taking off their hats to the masters. As early as 1764, the Latin and Greek languages and higher mathematics were taught, and at the present day the Academy can look back upon a long-continued liberal course of study and a long line of able masters. Besides, there are about the old school many associations of an interesting historical character. In the belfry hangs a bell which came from England in the tea-ship Polly in the year 1774, was sent back with her cargo and brought over a second time after the Revolutionary war. Above the belfry, the vane is still surmounted by the royal crown of England, an honor done it nowhere else in the United States. After the battle of Germantown, the building was used as a hospital by the British, and near the grounds is the burial place of six British soldiers who died of wounds. In 1793, the Congress of the United States held a session within its walls, and during the prevalence of the yellow-fever in 1798, the use of the



GERMANTOWN ACADEMY.

lower floor and cellar was granted to the Banks of North America and Pennsylvania.

Founded in 1785 under the auspices of Rev. William White, D. D., afterwards the first Bishop of Pennsylvania, the Academy of the Protestant Episcopal Church was chartered two years later with a bonus from the State of ten thousand acres of land. In 1846, under the advice of Bishop Potter, the Academy was reorganized on a broader basis. The building now occupied, located at the corner of Locust and Juniper streets, is commodious and admirably adapted to its purpose. The school is well equipped with all the modern facilities of an institution of learning, among them an ample gymnasium and a large play-room, and is so well endowed and so generously supported that it has always commanded the services of the best masters. The best English Public Schools are taken as models, and the course of instruction is very full and very thorough. James W. Robins, D. D., is the present Head Master.

Some of the more noted schools of the class under consideration opened in Philadelphia, but long since discontinued, are the following: Joseph Neef's school at the Falls of the Schuylkill. Neef was a pupil of the celebrated Swiss educator, Pestalozzi, and had taught in Paris. How it was brought about that he came to Philadelphia is told elsewhere. His school was governed without punishment of any kind. The pupils used no books, but were taught orally, and mainly in the open air. Frequent excursions were taken that the instruction might be fresh from the book of nature. A school in Bank street, opened in 1832 by one who had studied with De Fellenberg at Howfyl. At one time there were one hundred and thirty pupils in attendance. A classical and military school, opened near Germantown in 1812. The students wore uniform. Clermont Seminary, on the road from Frankfort to Germantown, established in 1806, by John Thomas Carre and Charles Carre. Mt. Airy Seminary, opened under Catholic auspices in 1807.

There are at present probably one hundred schools in Philadelphia in which instruction is given in the languages and the higher branches of learning. The following are some of the most prominent. The Academy of the Sacred Heart was established in 1847, on a farm of ninety acres at Torresdale, and in 1849 was incorporated. Mt. St. Joseph Academy was transferred from McSherrytown, Adams county, in 1858, to Chestnut Hill, where it possesses large

and handsome buildings. The Chegary Institute, Spruce Street, established in New York in 1814, and removed to Philadelphia, has long been known as an excellent school for young ladies. Broad Street Academy is in its twenty-second year. Fewsmith's school on Chestnut street has been in successful operation for twenty-nine years. Miss Anable's English, French, and German school, Pine street, was established in 1848, and has enjoyed continued prosperity. Madam Clement's School for Young Ladies, Germantown, was founded in 1857. French is the family language, and opportunity is afforded of learning the art of house-keeping. Lauderbach Academy, South Fourth street; Rugby Academy, Locust street; the Classical Institute, Thirteenth street; the Supplee Institute for Young Ladies, established in 1855, Spruce street; Philadelphia Seminary, North Broad street; the School for Young Ladies, 4117 Walnut street; Rittenhouse Academy, Eighteenth and Chestnut; Young Ladies' Academy, Poplar street; Philadelphia Collegiate Institute, Spruce and Sixteenth streets; and the French Protestant School, Germantown, are all ably conducted and well patronized. The Friends of both branches have high schools in Philadelphia; the Hebrews have one or more such schools, and the Catholics exercise control over at least twenty Academies and select schools.

PIKE.—In 1827 the State incorporated an Academy or Public School at Milford, and made it a grant of \$2,000. A building was erected, and for a time a good school was maintained, but when the appropriations under the Act of 1838 ceased, it soon closed. The property still belongs to the county, but for many years has not been used as an Academy. About 1840 there was an Academy of some repute at Dingman's Ferry, but the building has long been used by the Delaware common school district.

POTTER.—In 1807 John Keating donated a square in Coudersport, and one hundred acres adjoining the town, towards the establishment of an Academy or Public School, and five hundred dollars towards the erection of buildings; but it was not until 1838 that the institution was incorporated and received the customary aid from the State. When the State withdrew its appropriations, by special Act the county was authorized to pay at first two hundred and afterwards three hundred dollars towards the support of the Academy. These payments were continued until 1866. In 1869 the whole property was conveyed to the school district of Coudersport, to be used for the purpose of a graded school, with a

high school department open to all the children of the county upon the payment of certain small tuition fees. The building was soon afterwards repaired, and the school, under this unique arrangement, combining the features of an Academy and a public school, has proven very successful.

In 1859 a building for an Academy was erected at Lewisville. J. A. Cooper, for many years at the head of the State Normal School at Edinboro, was the first Principal. An excellent school was built up by him and his successors; but in 1873 it was converted into a graded school like the one at Coudersport.

SCHUYLKILL.—In 1813 the Orwigsburg Academy was incorporated at Orwigsburg, then the county-seat. It was a County Academy or Public School, the trustees being elected by a vote of the people of the county, and as such received aid from the State. Located in the midst of a rich and beautiful country, the Academy was well attended, and from 1830 to 1850 it held the rank of one of the foremost institutions of the kind in the State. Subsequently it began to decline, and the building, used for some years for common school purposes, was at last torn down. The Arcadian Institute, opened by W. J. Burnside in the old Court-house in 1854, succeeded the Academy, but continued in operation only about ten years.

The Pottsville Institute was opened in 1832 by A. A. Wood, a graduate of Amherst. The course of instruction was very full, embracing all the branches now taught in Academies of the highest grade, including lectures on "School-Keeping." A brick building was erected for the Institute in 1833. In 1847 the name was changed to Pottsville Academy. Elias Schneider, who took an active part in the school affairs of the State from 1850 to 1860, was Principal about the time the name was changed. This school, as well as a Female Seminary in Pottsville, and the Academy and a Female Seminary at Orwigsburg, drew appropriations from the State under the Act of 1838.

SNYDER.—In 1853 an Academy was erected at Freeburg. Two years afterwards it was burned down, but soon rebuilt. Its success as a school of high grade was not marked; and in 1863 it began to admit pupils from the public schools, and is now virtually a public school.

The Lutherans organized Susquehanna Female College at Selinsgrove in 1860. Its purpose was to afford girls the advantages of a

College. After graduating four classes, it became involved in debt, and the buildings were sold to private parties and the school closed.

SOMERSET.—Somerset Academy was incorporated in 1810, and the State grant of \$2,000 was used to erect buildings. Adam Snyder donated the square of ground on which the buildings were placed. The teachers best remembered by the old students are Henry L. Holbrook, who taught from 1826 to 1838, and Col. J. R. Edie, who in 1842 is said to have introduced the first blackboard used in the county. The building has long been used for public school purposes.

SULLIVAN.—The Friends have a school in which the higher branches are taught in Elkland township. It has been in successful operation nearly forty years. A Normal Institute for teachers has been open during the summer season for many years.

SUSQUEHANNA.—Susquehanna Academy at Montrose, incorporated in 1816, was one of the State-aided Public Schools. As in most other institutions of its class, great attention was paid to the classics and nearly all the early masters were College graduates. Women were employed as teachers in some of the more elementary departments. A new building was erected in 1850. A Normal School under the Principalship of John F. Stoddard was opened in it in 1857. About 1863 the building was leased to the school directors and opened for a graded public school.

Rev. Lyman Richardson established a classical school at Harford, in 1817. In 1830, it was incorporated as Franklin Academy, and drew appropriations under the Act of 1838. Later the name was changed to the more ambitious one of Harford University. For nearly fifty years the institution continued its good work, and bears upon its roll of students many names that became distinguished, among them Presidents of Colleges, Governors of States, Senators, Congressmen, Judges, etc. Of those best known in Pennsylvania mention may be made of John Guernsey, State Senator; John G. Stiles, Congressman; Henry W. Williams, President Judge; Galusha A. Grow, Speaker United States House of Representatives, and Charles R. Buckalew, United States Senator. The buildings were converted into a Soldiers' Orphan School in 1865.

An Academy was established at Dundaff, in 1833. After some years of effort to maintain it, the Academy was closed, and the building has since been occupied by the public schools. This institution, as well as a Female Seminary opened at Montrose in 1839 by

Miss Elizabeth Wood, received appropriations under the Act of 1838.

TIOGA.—The Tioga County Academy or Public School, located at Wellsboro, was incorporated in 1817, and received the customary State aid. Trustees were elected by popular vote. For many years this was the only school of high grade in the county, and was attended by a body of its choicest young men. In 1871, the building was sold to the local school district.

Union Academy in Deerfield township, opened in 1848, was burned in 1871. It was a school of good repute. A similar institution was started at Willardsburg about the same time, but it remained in operation only a few years.

UNION.—Like several of its sister counties, Union had its "Log Cabin" Academy. It was located at Lewisburg, and built by subscription in 1805. It stood on the present site of the parsonage of the Presbyterian church. The most famous of its teachers was James Aiken, whose professional services were given to the public schools long after the Academy was closed. The Grammarian, Kirkham, was one of Aiken's pupils, and taught school himself in Lewisburg. Contemporary with the Academy, there was a German school of about equal grade. The building stood on the present site of the Lutheran parsonage. The more modern Lewisburg Academy was founded in 1830. Two years later a building was erected, containing an assembly hall and two rooms for study and recitation. It was at times attended by fifty students.

The State-aided Academy of Union county was chartered at Mifflinburg, in 1827. The school opened in what was called the Franklin Schoolhouse, but a more suitable building was erected in 1839. James McClure, afterwards Professor in the Philadelphia High School, was the first Principal. The school enjoyed a fair degree of prosperity for many years. In 1854 the property was purchased by the borough of Mifflinburg; a new building was erected in 1863, which was used for public school purposes for some years, and is now occupied by private parties.

In 1854 the Western Pennsylvania Conference of the Evangelical Methodist church, established a Seminary at New Berlin. A three-story brick building was erected. Four departments were organized, classical, scientific, English, and primary. During the first five years the attendance averaged over two hundred students. Without an endowment, the school became involved in debt and

was sold, but in the hands of private parties it still enjoys a fair degree of success.

VENANGO.—The Venango County Academy, chartered in 1812, was located at Franklin. The State gave it both money and land. The first building was erected about 1815, but a better one was erected in 1854. Its history is not unlike other schools of its class, and, in 1867, the property was transferred to the school board of Franklin, on condition that the same facilities for higher instruction afforded to the youth of the county by the Academy should continue to be furnished.

The Cherry Tree Academy did good work from 1854 to 1873, since which time the building has been occupied by the public schools. Sunville Seminary, established in 1873, with good buildings and pleasant grounds, continues in operation, with an attendance of about one hundred students. Scrubgrass Academy has been in successful operation since 1875.

WARREN.—The County Academy at Warren, chartered in 1822, received from the State the customary grant of money and five hundred acres of land. The house, after much effort, was completed about the time the charter was obtained. It was a very plain, one-story building. The building known in later years as the Warren Academy was erected in 1834-5. It met with some success, but upon the erection of suitable buildings for the common schools, it fell into decay, and soon closed altogether. There are, however, still in existence some Academy lands and an Academy fund, but the proceeds at present are not used for educational purposes. A Seminary has recently been established at Sugar Grove.

WASHINGTON.—For a hundred years Washington county has never been without home facilities for the higher education of its youth. The story has already been told of the development of its early classical schools into Academies, and these into Colleges, but other meritorious institutions remain to be named.

West Alexander Academy was established in 1828 by Rev. John McCluskey, a Presbyterian clergyman, who conducted it for twenty-six years. It was chartered in 1840, and is still in operation. Forty-four of its students have become ministers of the Gospel. Cross Creek Academy was opened in 1828. Both sexes were admitted. At times the attendance was large. It was closed about the beginning of the civil war. Florence Academy, opened in 1833 and closed about 1848, grew out of a select school. During some

sessions the names of seventy students appear on its rolls. Contemporary with Florence Academy, there flourished Florence Female Seminary, conducted by Mrs. Rachael Lambdin. Thomas R. Hazzard, in 1848, opened an Academy at Monongahela City. While in operation, it was taught by able masters, and educated many who became prominent in all the walks of life. Hoges' Summit Academy, an unpretending but meritorious institution, has long been in operation under the Principalship of John C. Messenger. Mrs. Olivia J. French enlarged a private school, in 1848, into a Seminary, and carried it on successfully for a number of years. In 1857, over eighty students were in attendance. Pleasant Hill Seminary was organized in 1846. Good buildings were erected, and when in the full tide of its prosperity it was attended by one hundred students, and graduated regular classes.



WASHINGTON FEMALE SEMINARY.

Washington Female Seminary is one of the best known and most noted institutions of the kind in the State. The movement to establish it was begun in 1835, it was opened in 1836 and chartered in 1839. The buildings are commodious, the surroundings attractive, and the school well equipped for the purposes of instruction. Mrs. Sarah B. Hanna, a pupil of Mrs. Emma Willard's, was Principal from 1840 to 1874, and ranks among the very first female teachers in the State. The attendance is usually from one hundred to one hundred and fifty, and the list of graduates numbers some seven hundred many of whom are engaged in teaching. Miss Nancy Sherwood is now at the head of the Seminary.

WAYNE.—There were two State-aided Academies in Wayne

county, Beechwoods Academy at Bethany, and Delaware Academy at Damascus, both chartered in 1813. The building at Bethany was a brick, two-stories high. It continued with fair success until 1855, when, by an Act of the Legislature, the property was sold and the proceeds appropriated to an institution called the Northern University of Pennsylvania. The University, an Academy with a high-sounding name, was chartered in 1848. John F. Stoddard was Principal in 1851, and among the teachers about that time was Edward Brooks. The University buildings were destroyed by fire in 1857. The old Academy building is now a residence. The building at Damascus was a wooden structure, two-stories high. As an Academy it never ranked high, and it is now simply a private elementary school.

Honesdale Academy chartered in 1833, and Honesdale Female Seminary chartered in 1838, closed soon after the State appropriations under the Act of 1838 were withdrawn.

WESTMORELAND.—Greensburg Academy, designed as a Public School for the county, was chartered in 1810. The building was a plain, two-story, brick edifice, with four windows and a door on the first story, and five windows on the second. Rooms were fitted up in it as a residence for the master and his family. Both sexes were admitted, but each was assigned to a different room. Jonathan Findlay, a brother of Governor Findlay, was one of the earliest masters, as was also Bishop Ames of the Methodist Church. Most of the masters were graduates of the best Colleges, one of St. Andrew's, Scotland, and another of St. Omer's, France. The building was burned in 1850, and the property was conveyed to the school board of Greensburg in 1862, with the condition that a school of Academical grade should be maintained, open to all the youth of the county. There was a Female Seminary at Greensburg about 1840. An excellent institution of this character flourished there in 1853. Another was established under the auspices of the Reformed Church in 1874.

The Western Pennsylvania Classical and Scientific Institute was opened, at Mount Pleasant, in 1873. The institution is under Baptist control and occupies the buildings previously known as Westmoreland College. It is the outgrowth of fifty years of discussion among the leading men of that denomination in southwestern Pennsylvania. As early as 1833, a convention of delegates was held at Peters' Creek, "to consider the propriety of organizing a Manual

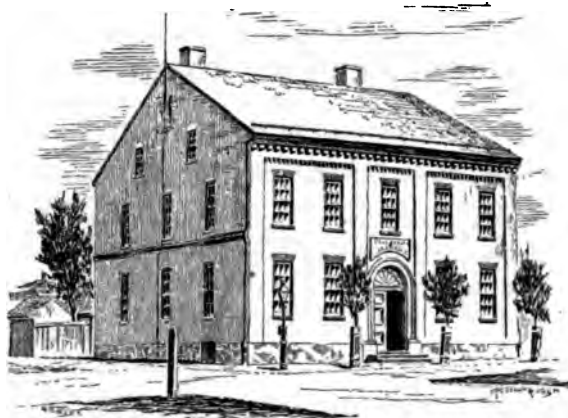
Labor Academy," and a charter for such an institution was obtained from the State in 1826. Since in their present hands, the buildings purchased by the Institute, have been greatly improved and others have been added, so that the institution now has ample accommodations for the students that are flocking to it from all parts of the section of country in which it is situated. Both sexes are admitted, but the girls occupy a building by themselves. The location of the school is in a grove of oaks overlooking a beautiful country. The curriculum includes full classical and scientific courses, and special attention is paid to preparation for teaching. The Principal is Rev. Leroy Stephens.

St. Xavier's Academy, Beaty, is a Female Seminary under the direction of the Sisters of Mercy. It was opened in 1845. The attendance is about one hundred.

WYOMING.—Wyoming county was organized in 1842. The Presbyterians have a small school of high grade at Factoryville, Monroe Academy; and the Baptists a large one, Keystone Academy. The latter was opened in 1869, since which time the average attendance has been in the neighborhood of one hundred and sixty. Both sexes are admitted. The course of study requires three years after the completion of the common English branches. Special classes for teachers are regularly formed.

YORK.—York Academy is almost one hundred years old, having been established under the auspices of the Protestant Episcopal church in 1787. It was a school of high grade from the first, Robert Hetterick being engaged in the beginning to teach Latin, Greek, Rhetoric, Philosophy, Geography, Astronomy and History. At the same time James Armstrong gave instruction in Reading, Writing and Mathematics, and the Principal, Rev. John Campbell, had charge of the classes in Moral Philosophy and Divinity. In 1799, the Academy was converted into a Public School for the county of York, and received \$2,000 from the State, which, being well invested, still yields a revenue. Persons who could not afford to pay tuition fees were permitted to send their children without charge. Girls as well as boys were instructed either in the same or in different departments until 1870. Among the trustees occur the names of the most prominent citizens of York. Dr. Robert Cathcart and Dr. C. A. Morris each served in the board more than fifty years. In the list of teachers is the name of Thaddeus Stevens. Dr. Geo. W. Ruby, the late Principal, held the position for thirty-

four years, having had under his instruction in that time about six hundred students.



YORK ACADEMY.

Samuel Small, whose broad charity had previously established a Home for friendless children, in 1873, founded the York Collegiate Institute. The cost of the building and ground was \$50,000, and the endowment is \$70,000. The gift of the founder amounted to \$110,000. Mrs. Small presented the Institute with a fine library named, in honor of her father, the Cassatt library. The Institute is well equipped in all that is needed by such an institution. The attendance is usually over one hundred.

The building known as Cottage Hill College, is located on the north bank of the Codorus creek, near York. No institution of the kind in the State has undergone more changes, now in the hands of one party than in the hands of another, sometimes prosperous and sometimes idle, its life has always seemed to hang by a thread. The building is used at present as a boarding-house.

CHAPTER XXIII.

THE EDUCATIONAL REVIVAL, 1852 TO 1857.

BIGLER, HUGHES, BLACK, DIFFENBACH. POLLOCK, CURTIN, HICKOK.

AFTER the years occupied in first organizing the system, 1852 to 1857 measured the most eventful period in the history of public education in Pennsylvania, marking as it does an era in which occurred important educational movements, and the enactment of laws that have done much to give life and strength to our system of common schools.

In 1852, looking back to 1834, no friend of free schools could be entirely satisfied with what had been accomplished in their behalf. The system had grown immensely, but this growth was mostly of an outward, material character. There had been a large increase in pupils, schools, teachers and expenditures; but it was seriously questioned whether the finer and far more vital work of teaching the young had made much progress. Teachers were no better paid in 1852 than they were in 1835, and it is fair to presume that they were little better qualified; the average school term was no longer at the later than at the earlier date, and this almost certainly demonstrates a continued want of popular interest. Governor Johnston, in his message of 1850, expressed in the following words the general feeling of disappointment: "Notwithstanding the revision by the last Legislature of the laws in relation to common schools, the system will require modification. It does not receive from the citizens the favor that a sound and enlightened scheme of education deserves, and the evil must exist in the laws which control its practical operation." And Thomas H. Burrowes, in an address to the Educational Society of Lancaster county, in 1851, thus puts the case: "A system with this promising history, this vast and strong frame, and these astonishing results, may well appear, to the casual observer, to be either perfect, or yet only defective in some of its minor details. But alas! they who watch it closely and are familiar with its actual workings, are compelled to think differently. While they admit the original and grand design to be as nearly perfect as any institution,

merely human, can be; they read its eventful history as plainly suggestive of other and great difficulties still to be overcome. When they closely examine its vast frame, they behold only a rude though well-compacted skeleton, still wanting the rounded proportions and the fit leverage of its muscles, and the last moving power of 'the breath of life.' And in counting its results, they are saddened to miss from among them that ample and protracted feast for the rising and hungering generation, and that fair compensation to its faithful 'breakers of the bread of knowledge,' which the one so urgently demands and the others so richly deserve."

Perhaps too much was expected. The many nationalities represented in the people of Pennsylvania, and the multitude of religious denominations into which they are divided, not only offered a serious obstacle to the adoption of a common school system, but for years materially interfered with its effective working. Besides, like a tree, a system of schools based upon the will of the people must require time in which to attain the growth and strength necessary for the production of fruit. Certain it is, however, that about 1852 a reform in public school affairs was pressingly needed, and its coming steps were heralded by a series of significant movements.

A State convention of the friends of education was held at Harrisburg, January sixteenth and seventeenth, 1850. Every part of the State was well represented by delegates. Thomas H. Burrows, of Lancaster, was the temporary, and James M. Porter, of Northampton, the permanent President. The convention was in no sense a meeting of professional educators, its personnel including many of the leading politicians and public men of all parties, and citizens who had distinguished themselves by their efforts in behalf of free schools. No educational convention ever held in the State was attended by so many men of high social and political standing. Among those best known were George Darsie, Dr. Jonas R. McClintock, and James K. Moorhead, of Allegheny; John Allison and Thomas Nicholson, of Beaver; John Cessna, of Bedford; George R. McFarlane, of Blair; Gordon F. Mason, of Bradford; Henry S. Evans, of Chester; J. Porter Brawley, of Crawford; J. C. Bucher, of Dauphin; John H. Walker, of Erie; Thomas H. Burrows, of Lancaster; John W. Killinger, of Lebanon; William F. Packer, of Lycoming; John N. Conyngham, of Luzerne; James M. Porter, of Northampton; William D. Kelley and Joel B. Sutherland, of Philadelphia; Benjamin Bannan, of Schuylkill; Eli Slifer, of

Union; Henry D. Foster, of Westmoreland; George V. Lawrence, of Washington, and Glenni W. Scofield, of Warren. Many of these gentlemen were in attendance at Harrisburg at the time as members of the Legislature.

Townsend Haines, the State Superintendent, addressed the convention, and Thomas H. Burrowes was chairman of the business committee and seems to have been the guiding spirit of the convention.

The convention, among other conclusions of less importance, adopted resolutions approving the founding of two State Normal Schools; the organization of teachers' institutes and associations in each county; the creation of a Department of Education distinct from the office of Secretary of the Commonwealth; the publication of a "Common School Journal" by the Department of Education, and the establishment of the office of the County Superintendent. The proceedings of this notable convention were published in pamphlet form by direction of the Legislature. Its resolves at once became the platform of the friends of education throughout the State.

Before the meeting of this convention the work of organizing educational associations and teachers' institutes had begun in a number of counties. The earliest of these were formed in the city of Philadelphia and in the counties of Warren, Erie, Lawrence, Washington, Allegheny, Crawford, Lancaster, Indiana, Westmoreland, Chester, Susquehanna, Beaver, Fayette, Armstrong, Schuylkill, Huntingdon, Mercer, Wayne, Somerset, Bucks, Blair, Centre and Montour. Bodies of teachers had held regular meetings for professional instruction in all the counties named, and perhaps in others, before the close of the year 1853. In some instances, these meetings were held periodically for a day, when addresses were delivered, papers read and questions discussed; and, in others, they lasted for three or five days and were devoted more strictly to matters of professional improvement. Progressive school directors and citizens interested in education nearly always attended the meetings, and frequently took part in the exercises. As may be supposed, these bodies of teachers had no small influence in creating a public sentiment favorable to educational reform, and in strengthening the hands of those in authority who were then contemplating an advance movement in the Legislature relating to free schools.

In January, 1852, the first number of the *Pennsylvania School Journal* was issued. It was edited by Thomas H. Burrowes, and

published at the request of the Lancaster County Educational Society. At first, it was simply intended as a county publication, but it soon began to circulate outside of the county, and was enlarged to meet the growing demand. Educational magazines had been published in the State previously, but they were without exception short-lived and confined to a narrow sphere of influence. The *School Journal*, under the control of an editor who had been State Superintendent and enjoyed a wide reputation as an able and earnest friend of public education, soon became a powerful agent in the work of school reform, then in progress. Its influence in creating more general interest in the cause of education, in originating and shaping measures for the good of the schools, in making itself the organ of teachers and school officers throughout the State, and the medium by which the proceedings of their meetings were made known to the public, can hardly be overestimated. In favor of every good word and work calculated to improve the system and against every act that would tend to weaken or destroy it, the potent voice of the *School Journal* was always heard, with the fearlessness of a soldier fighting for what he deems most sacred.

As a natural outgrowth of local bodies of teachers, the State Teachers' Association was organized in December, 1852. The Allegheny Association of Teachers issued a call for an educational convention to be held at Harrisburg, and it was concurred in by similar Associations in Philadelphia and the county of Lancaster. The convention continued in session two days, with John H. Brown, Principal of the Zane Street Grammar School, Philadelphia, as temporary, and Thomas H. Burrowes, of Lancaster, as permanent President. The result was the formation of a State Association, with a regular Constitution, and a fixed time of meeting. Of this body of educators, the Editor of the *School Journal* said: "It was one of the most talented and efficient bodies of men we have ever seen in the Harrisburg Court-house, and we have seen many there;" and the Harrisburg *Pennsylvania Telegraph* thus spoke of it: "The Convention was composed of an able body of men, most of them young, and just engaging in the career of life. But it was most cheering to find that they possessed a due appreciation of the responsibilities intrusted to them, a proper energy to perform the duties of their trusts, and an ardent desire to advance the progress of education in our State. Our hopes were cheered by the talent and spirit manifested by the Convention."

At Harrisburg, in 1852, and subsequently in 1853, at meetings held in Pittsburgh and Lancaster, the questions most earnestly discussed by the State Association were those relating to the establishment of an independent State Department of Education, the County Superintendency, and Normal Schools. As these measures met with great favor, means were taken to agitate them before the people, and to send memorials to the Legislature, asking for the enactment of laws necessary to make them a part of the system of common schools. The leading teachers of the State were painfully sensible of the practical defects that retarded the progress of the system, and were ready to engage in a combined effort to remove them.

These several movements served to strengthen the cause of educational reform in the Legislature, and to help forward, if not to prompt, the advanced steps taken to improve the school system by the State administration. The report of the State Superintendent for 1853 thus notices the disinterested efforts of teachers and friends of education: "It would be unjust to the friends of education throughout the Commonwealth, to close this report without reference to at least some of the causes which have given the great impulse to the common school system manifested during the past year. Of these, none have been more efficient in calling public attention to the importance of the subject, than educational meetings and teachers' associations held in various parts of the State, by eliciting discussion and the submission of plans for the improvement of the system, the qualification of teachers, and the promotion of education generally. The dissemination of sound and practical intelligence by means of papers, documents, and periodicals devoted to the cause of educational progress, have been of immense service."

William Bigler took his seat as Governor in January, 1852. He was a native of Cumberland county, but at the time of his election he had resided for many years at Clearfield. Governor Bigler's opportunities for obtaining an education were limited to those afforded by a common country school; but some years of work in a printing office, and industrious self-reading and self-reflection had stored his mind with a good stock of book knowledge; and his naturally well-balanced judgment, the thoroughness with which he was accustomed to master practical affairs, with a character of spotless purity, won for him in an unusual degree the confidence of his fellow-men. Before he was elected Governor he had served two

terms in the State Senate. He came into the Executive office determined to take decisive steps for the improvement of the system of common schools, and so informed the officers in immediate charge of the Department. A few months after his inauguration, he presided at an educational convention held at Oxford, Chester county, at which resolutions were passed favoring a separate State Department of Education, the office of County Superintendent of schools, and Normal Schools for the preparation of teachers. He attended and addressed the convention that organized the State Teachers' Association at Harrisburg, and on divers occasions during his term of office delivered addresses of an educational character. In his messages, he is generally content to call attention to the recommendations of the Superintendent of Common Schools and to emphasize them, but in that of 1855 he shows the depth of his attachment to the system by saying :

I earnestly recommend the common school system to your guardian care as the most sacred of all our institutions. The offspring of a constitutional injunction in the Legislature, the extension and perpetuity of its usefulness is the plain duty of all. Resting at the very foundation of the Government, its practical workings should be a true reflection of our republican system, and its blessed opportunities made available to all, regardless of rank, or condition, or persuasion. It should aid the poor, advance the rich and make the ignorant wise. I confidently anticipate for it a day of greater perfection and wider influence. No better object can engage the attention of government, or consume its means, than the education of the people in the most comprehensive sense of the term, embracing the use of letters, the cultivation of the moral faculties and the diffusion of Christian truth.

The Governor was constantly consulted during the preparation of the bill of 1854 revising the school laws, used his personal influence and the influence of his administration in its behalf while under consideration in the two Houses, and signed it when passed without regard to its effect upon his own political future. One very near him at the time says: "He declared, with more than ordinary animation, that he too keenly felt the want of facilities for good common school education to disregard the needs of the youth of the State for fear of personal consequences, and that he would sign the bill even though it would sink him so deep in political oblivion that he would never again be thought of in connection with public life."

There were two Secretaries of the Commonwealth and Superintendents of Common Schools during Governor Bigler's administration, Francis W. Hughes and Charles A. Black. The former was born in Montgomery county in 1817. He received the greater part

of his education at Milton, in the noted classical school of Rev. David Kirkpatrick. He studied law, opened an office at Pottsville, and served over ten years as Deputy Attorney General for Schuylkill county. At the age of twenty-five he was elected a member of the State Senate and he was only thirty-five when he received the appointment of Secretary of the Commonwealth and Superintendent of Common Schools. His only report on education is a concise, straight-forward, positive statement of the defects of the school system and the remedies thought necessary to remove them. The defects, with a few verbal changes, are formally stated as follows:

1. The want of a corporate name or title for each school district, and for the service of legal process therein.
2. The want of a provision for the collection of debts due by a school district.
3. The want of adequate means for the collection and enforcement of the school tax.
4. The want of power to tax stock in Banks chartered or re-chartered since April 16, 1850.
5. The want of power to levy a special tax to purchase ground and erect school buildings.
6. The want of clear power to sell real estate in use, with the view to invest again for school purposes.
7. Sub-districts—these should be either abolished, or the laws relating thereto amended.
8. The want of power to provide a school architecture.
9. The want of power to enforce the teaching of the rudimental branches of learning in all school districts.
10. The want of more guards against the employment of incompetent teachers, and the adoption of measures to increase the number and secure the services of such only as are competent.

To remedy the last-named defect, the want of competent teachers, the Superintendent recommends:

1. The appointment of a competent Examiner or Board of Examiners for each county;
2. The division of the State into districts, and the appointment of an officer having supervisory authority, to be called the District Visitor;
3. Increased duration of the periods for keeping the schools in operation in each school district;
4. Normal schools;
5. The more general employment of female teachers;
6. Good salaries.

Of teachers' institutes, then in their infancy, the Superintendent says:

If a few institutions were established at eligible points throughout the Commonwealth, with a corps of professors, and a hall suitable for the accommodation of six or eight hundred persons, in which lectures could be delivered and instruction given in the sciences, literature, and the art of teaching, to

such of the teachers throughout the State as should attend, the present generation of teachers would be thereby vastly improved. The instruction should be given free of charge, and teachers permitted to attend at such times as their school vacations or engagements would warrant. The cost of sustaining such institutions would not much exceed the salaries of the professors, while perhaps no plan that can be devised would be more likely to impart more immediate and general improvement. Such institutions might readily be united with the Normal Schools proper, and such practical regulations adopted as would enable both kinds of students to receive due attention. In this way both the present and the future could be provided for with but comparatively trifling cost, and without delay.

In 1852, Superintendent Hughes issued a pamphlet containing the "Decisions of the Superintendent of Common Schools, with Explanatory Instructions and Revised Forms." This was the revival, in a more systematic way, of a form of giving information to school directors and others interested in the management of public schools, begun by Superintendent Burrowes fifteen years before. The following year the Legislature, by resolution, authorized the Superintendent of Common Schools to print seven thousand five hundred copies of the school laws of Pennsylvania, with his decision annexed, two thousand in English and five hundred in German, for the use of the Senate, and five thousand for the use of the House of Representatives. This resolution was largely owing to the general interest created in the subject by the publication of the current decisions of the Department in the *Keystone*, at Harrisburg, by chief clerk Dieffenbach, then one of the editors. The decisions are very full, clearly expressed and systematically arranged.

Charles A. Black, when called to the post of Secretary of the Commonwealth and Superintendent of Common Schools, was a distinguished lawyer at the Greene county bar. He had served a term in the State Senate, where he had been an active member of the Committee on Education. His first report, as Superintendent of Common Schools, was written soon after assuming the duties of the office. It bears unmistakable marks of a friendly feeling towards the system, but contains no marked features. The recommendations of his predecessor in regard to the preparation of a work on school architecture, the abolition of sub-districts, an enlargement of the course of study in common schools, the appointment of officers to supervise the schools, and the establishment of Normal Schools, are heartily endorsed.

It had long been the custom to entrust the formal work of the School Department to one or more clerks specially assigned to that

duty. At the period of which we are writing this Department had become quite distinct from the office of the Secretary of the Commonwealth, although the two continued under one head. At the instance of Governor Bigler, at the beginning of his administration, Superintendent Hughes placed Henry L. Dieffenbach in charge of the School Department as chief clerk. The choice could hardly have fallen into better hands. Born in Montour county in 1821; descended from old German stock; educated theoretically in the "day schools" of the time, with a brief term at Danville Academy, and practically in sundry printing offices in central Pennsylvania; a warm friend of the free school system, and, as a school director, for a number of years, well acquainted with its practical operations; slow to act, but when once moved to action, unbending in firmness and of unflinching courage; a Pennsylvanian through and through, and in sympathy with Pennsylvania thought and feeling—Henry L. Dieffenbach was just the man to fill the important place assigned him in the administration of the school affairs of the State, at the critical period through which they were then passing. That he did much of the thinking for the system, as well as the greater part of the work of the Department, his superior officers have always been free to acknowledge. Retiring from office with Governor Bigler, in 1855, he was soon after appointed County Superintendent of Clinton county, which position he held but a short time; and subsequently served as a trustee of the Normal Schools at Millersville, Bloomsburg and Lock Haven. He was Deputy Secretary of the Commonwealth during the administration of Governor Packer.

The first practical step in the direction of the important school legislation of 1854, was the preparation by Superintendent Hughes of a school bill based upon the law of 1849, but revising that law and adding the new features recommended in the report already quoted. In his work on the bill, the Superintendent freely consulted his chief clerk and was aided by the counsel of the Governor; and, outside of the Department, he received suggestions on certain points, if not drafts of sections, from Thomas H. Burrowes and Bishop Alonzo Potter. The sections relating to the establishment of teachers' schools were without doubt drawn by the pen of the former of these gentlemen; and the latter is to be credited for suggesting the section which provided for the preparation of a work on school architecture. This bill differed in many minor respects from that which was passed in 1854, but mainly in providing for one or two

examiners of teachers in each county in addition to a "school visitor," and for two teachers' schools, one in the eastern and the other in the western part of the State, at a cost for lots, buildings and furniture, of not over twenty-five thousand dollars each. It was late in the session of 1853 when Superintendent Hughes submitted his bill to the Legislature, and either for want of time or a disinclination to take up the subject, it was not considered.

The administration, however, was earnestly in favor of school reform. The discarded bill was kept on the desk of the chief clerk under the hammer of the criticism of the officers of the Department and of outside friends of education all the long Summer and Fall, and by the opening of the session of the Legislature, January 1854, it was so changed and perfected as to be in a shape to be pressed to a passage. The most marked improvement in it was the substitution of the office of County Superintendent for the clumsy arrangement of teachers' examiners and school visitors. Meantime, Superintendent Hughes had resigned and Superintendent Black had taken his place. Both Superintendents, with the Governor, gave the bill much thought, but for the final draft as presented to the Legislature the principal credit is undoubtedly due to chief clerk Diffenbach.

The bill thus prepared was read in place, in the Senate, January 20, by Dr. Jonas R. McClintock, of Allegheny county, Chairman of the Committee on Education. Dr. McClintock was a warm friend of public education, his efforts in behalf of the measure of which he became the foster-father were indefatigable, the speech he delivered in favor of the bill was an able exposition of its several provisions and the improvement it was expected to effect and a masterly answer to what had been said by those who had taken ground in opposition to it; and it is only just to say that to him the passage of the bill in the Senate was mainly due. The other members of the Committee on Education who actively aided the Chairman, were Henry S. Evans, of Chester, who had been Chairman of the Education Committee of the House in 1849, and had charge of the school legislation of that year, and Edward C. Darlington, of Lancaster.

The bill, as it came from the School Department, like that of the preceding year, contained certain sections providing for the establishment of Normal Schools; these were struck out by the Senate Committee, and the section was defeated authorizing boards of school directors to select sites for schoolhouses in the same way as

land is taken for the opening of public highways. Several unimportant amendments were adopted, but the bill would have met little opposition in the Senate, had it not been for the provisions relating to the office of County Superintendent. These were fought bitterly at every step. Failing in an effort to strike them out altogether, motions were made to fix the salary of the Superintendents at two dollars a day, and to limit it to five hundred dollars a year; but happily they were voted down. Senator Charles R. Buckalew, who strongly opposed the bill, made an effort to have the County Superintendents appointed by the State Superintendent, but failed. With all the advantages of the administration at its back, and able advocates on the floor of the Senate, the bill passed finally by only one majority, sixteen to fifteen. Five Senators subsequently filed a formal protest against its passage, alleging as a reason, the opposition of their constituents to the County Superintendency.

Robert E. Monaghan, of Chester county, then a very young man, but an enthusiastic friend of public education, was at the head of the Education Committee of the House. The school bill was messaged from the Senate to the House on the twenty-ninth day of March, and was referred to the Committee on Education, where it received little attention before the middle of April. It was then taken up, and Chairman Monaghan, with characteristic energy, pushed it through his Committee, some of whose members were hostile to it, carried a motion for a special session of the House to consider it, managed to avoid a prolonged discussion or a bitter fight on particular sections, and succeeded, with a few changes of details, in having the bill passed finally, April 26th, by a vote of fifty-three to thirty-six. Subsequently some slight differences between the two Houses were settled by a Conference Committee.

But though it was passed with little waste of time, the County Superintendent feature of the law of 1854 was scarcely more popular in the House than in the Senate. Shrewdly as the passage of the bill was managed, there were some sharp, if short, speeches made against it, and a motion to exempt from its operation the counties of Lehigh, Crawford, Monroe, Berks, Montgomery, Mercer, Venango, Bucks, Cambria, Westmoreland, Fayette and Northampton, was favored by the unanimous voice of the members of these counties, and failed only by a vote of thirty to thirty-five. On another occasion there were forty-six yeas to forty-nine nays on a motion to make it optional with conventions of school directors

called to elect County Superintendents, whether they would accept or reject the office. These narrow escapes increase our admiration for the skill that engineered the bill in safety through such threatening dangers, and deepen our sense of obligation to the men who risked much in their devotion to an unpopular cause.

The school law of 1854 was an administration, but not a party measure. Some of its most earnest friends in the Legislature were anti-administration members, and some of its bitterest enemies were the political friends of the administration. Justice to such staunch old Whigs as Henry S. Evans, Edward C. Darlington, William A. Crabb, George Darsie and John C. Kunkle, of the Senate, and Gideon J. Ball, John A. Hiestand, Matthew W. Baldwin, George H. Hart, Thomas J. Bigham and John S. Parke, of the House, requires it to be said that by voice and vote they favored the bill in all its stages.

The Governor approved the bill, May 8, fully aware, from the circumstances of its passage through the Legislature and the unfavorable comments of the press of the State, that a large majority of the people were opposed to it, but determined, like Governor Wolf on a similar occasion, to risk his own future and the future of his administration on a measure which he clearly foresaw was fraught with great public good, and destined to mark an important era in the progress of education in the Commonwealth.

The principal new features introduced into the school system by the law of 1854, were the following :

1. School districts were given the power of bodies corporate. This power was necessary to enable them to borrow money, buy and sell property, sue and be sued, etc.

2. Sub-districts were entirely abolished. The divisions of townships into what were called sub-districts, each containing a single school, controlled for the most part by a local committee, had from the first greatly distracted the working of the system. As a feature of our school system, it had been borrowed from the school systems of New England and New York, and was popular in counties settled by emigrants from these States. The law of 1854 made the township practically, what it had always been theoretically, the unit of the system. It also repealed all special acts creating what were called "Independent School Districts," or districts not subject to the control of the boards of directors of the townships in which they were located ; but a supplement temporarily postponed its action in

this respect, and the next Legislature passed a law continuing them permanently in a modified form.

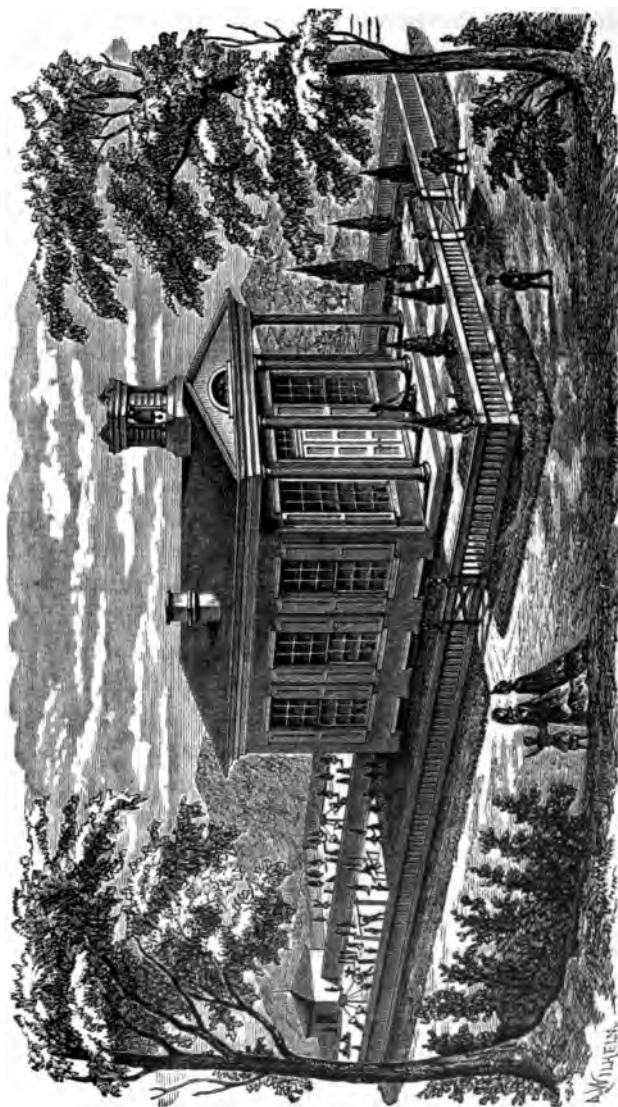
3. The minimum school term was made four months. A provision in the Act of 1849 required a four months' term, but, in 1851, this provision was repealed. The Act of 1854 restored it.

4. School directors were required to establish separate schools for negro or mulatto children, "whenever schools could be so located as to accommodate twenty or more pupils." Previously, such children were received into any public school at which they presented themselves; but the prevailing prejudice against them was so great that many preferred rather to remain away from school altogether than to face it. The provision for separate schools was practically a boon to the colored people, although it probably grew out of an indisposition to permit their children to attend school with white children. Under it, schools for colored children were established in many towns and in some country districts; and notwithstanding the law was repealed in 1881, nearly all the separate schools continue in operation as before.

5. The State Superintendent was authorized to take measures to have prepared and published a work on school architecture. Under this provision, Sloan and Stewart, of Philadelphia, architects, were engaged to furnish plans of school buildings for different grades of schools, and drawings of the most improved school furniture, and Thomas H. Burrowes agreed to supply the necessary descriptions and explanations and to edit the work. The book as completed formed a quarto volume of nearly three hundred pages, and was entitled the "Pennsylvania School Architecture." It included chapters by A. M. Gow, of Washington county, and J. P. Wickersham, of Lancaster county. A copy was placed in the hands of every school-board in the State.

6. "Orthography, Reading, Writing, Grammar, Geography and Arithmetic, as well as such other branches as the board of directors or controllers may require," were directed to be taught in every district. This was the first attempt made to arrange a course of study for the public schools. Previously, the whole matter was at the discretion of boards of directors, and in thousands of schools throughout the State instruction was confined to Reading, Writing and Arithmetic, while in a smaller number instruction in the common branches was neglected to make room for Algebra, Mensuration, Surveying, Astronomy, Natural Philosophy, Chemistry, and studies of a like

haracter. To broaden the course of instruction on the one hand, and to secure on the other due attention to the inculcation of that fundamental knowledge which is the main object of every public



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school system, was the purpose of the framers of the law. School directors were expressly authorized to establish grades of schools, and, in its proper place, instruction in the higher branches met with legal obstruction.

7. By provisions in the Acts of 1838 and 1849, "endowed schools and schools under the care of religious societies" could receive support from the school fund of the districts in which they were located without surrendering themselves to the control of the proper school directors. These provisions, however wise as concessions to a class of meritorious institutions in the earlier years of the school system, were clearly inconsistent with the principle that underlies it, and the Act of 1854 did well in repealing them.

8. It was made the duty of school directors to select the books to be used in their schools, with the advice of the teachers in their employ, and the use of all others was prohibited.

9. The State Superintendent was authorized to "appoint one of the clerks employed by him to be his general deputy, who may perform the duties of Superintendent of Common Schools, in case of his absence or a vacancy in the office." Henry L. Dieffenbach was made Deputy Superintendent under this Act, and was the first officer in the State with that title.

10. The provision establishing county supervision of schools was the great feature of the law of 1854, the feature that aroused the opposition met with in the Legislature and before the people, but the feature that was destined to vitalize and make more effective the work of the whole system. The establishment of the office of County Superintendent was not a new proposition. The first common school law, that of 1834, contained a provision for the appointment of school inspectors, and the better supervision of schools had, in one form or another, been recommended by most of the State Superintendents, some of the later ones advocating the office of County Superintendent by that name. Besides, the establishment of this office was the measure most strongly urged by teachers and the friends of education, as the one from which they hoped most in the work of educational reform. But all honor to the administration of Governor Bigler, and to McClintock and Monaghan and their coadjutors of all parties in the Legislature, for braving a fierce and powerful opposition and placing on our statute-book a law that has been of untold benefit to the cause of popular education in Pennsylvania.

Soon after the passage of the law of 1854, on the twenty-fourth of May, Deputy Superintendent Dieffenbach issued a circular to school directors, impressing upon them the importance of the office they were called upon to fill on the first Monday of June following,

character. To broaden the course of instruction on the one hand, and to secure on the other due attention to the inculcation of that fundamental knowledge which is the main object of every public



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school system, was the purpose of the framers of the law. School directors' were expressly authorized to establish grades of schools, and, in its proper place, instruction in the higher branches met with no legal obstruction.

Probably there was not a single one of them that would not, had the chance been given, have voted no County Superintendent with a hurrah. Under these circumstances, in many instances, little attention was given to the qualifications of those elected, and included in the list were teachers too old for active service, and without a spark of the enthusiasm necessary in the work they were about to undertake, nearly a dozen clergymen, three or four lawyers, and as many doctors—few of whom knew much about teaching school—and several farmers, who seemed to think superintending schools might properly enough be made a branch of the business of managing a farm. But there were also among the Superintendents elected, the names of some of the ablest, most skillful, and most energetic educators Pennsylvania has ever had, and to these it is owing that the office was not wrecked at the very start. The marked success achieved in certain counties proved that where failures occurred, it was the officer and not the office that was in fault, and there can be no doubt that such examples saved the system from certain disaster.

The small salaries given to the Superintendents by the conventions in most of the counties were partially the result of a want of an adequate knowledge as to the duties of the office, and the time it would require to perform them, and partially an expression of the opposition felt to the office itself. The *New York Tribune*, in commenting upon the subject at the time, justly remarked: "Of course, at such rates either, first, feeble men have been appointed, who will effect nothing; second, capable men have been chosen, who are not expected to devote their time to their work; or, third, good men are expected to give their services for half their value, for the sake of the cause." Fortunately, there were "good men" willing to make the necessary personal sacrifice.

That an organization of the newly-elected Superintendents might be effected and that their work might be properly mapped out and systematized, State Superintendent Black issued a call requesting them to meet at Harrisburg on the twelfth of July. Thirty-six counties were represented. The State Superintendent called the convention to order and opened the proceedings with an address. Dr. George Smith, of Delaware, who has already been named among the benefactors of free schools in their early days, was elected President. A business committee reported the following subjects for consideration, and recommended a special committee on each:

Grades of Teachers' Certificates, Mode of Examining Teachers, Grades of Schools, Visitation of Schools, Teachers' Institutes, Best Mode of Interesting Directors, Best Mode of Securing the Coöperation of Parents, and Uniformity of Text-Books. In accordance with the recommendation of the committee, each of the subjects named was committed to three members except the first in the list, on which five members were appointed, viz., Messrs. Wickersham, Stoddard, Gow, Futhey, and Gibson. Their report was very much the most elaborate presented to the convention, elicited the most earnest and prolonged discussion, and resulted in the adoption of the policy concerning the granting of teachers' certificates which has in substance ever since been adhered to. Changes of a minor character have taken place, but teachers' certificates, in number, in grade, in form, in purpose and in name, are to-day very much the same as reported by the committee and agreed upon by the first convention of Superintendents in 1854. The committees on other subjects made reports, a special committee was appointed to prepare and publish an address setting forth such matter as shall seem to them "calculated to promote the improvement of the schools," a resolution was passed recommending the calling of a similar convention once a year, and the members returned to their homes with new light in respect to their duties, and freshened spirit to engage in the great work that lay before them.

Directly after the adjournment of the convention, as if to keep alive the zeal it had awakened, State Superintendent Black sent out a circular letter to the County Superintendents, giving full information concerning the duties they were expected to perform under the law, and earnestly warning them of the danger that would result from any neglect. He also gave notice that the Department had adopted the *Pennsylvania School Journal* as an organ in which to publish current decisions on school questions and other official papers of value, and recommended the organization of teachers' associations and institutes, and the use of the local press for spreading educational information among the people.

Superintendent Black's last report explained the most important features of the new law and their working. In advocating the County Superintendency, he states that the Legislature was impelled to adopt some means "by which new life and vigor might be infused into the languid veins and arteries of the system." For "In many parts of the State the schools were flourishing but in too many

others they exhibited a species of still-life existence, without the vitality of a single healthy pulsation. In many districts no schools were opened, no taxes were levied, or if levied, were used as a mere pretext to obtain a portion of the State appropriation. Directors in such districts were frequently the reflex of this apathetic spirit, and if not actually hostile, were indifferent to the system and suffered it to fall into disuse." To correct these evils, the County Superintendency was adopted. Nothing better could be devised. The unpopularity of the office was foreseen by its friends, but they hoped that with well qualified men as Superintendents it must soon vindicate itself. The forces of the enemy were now massed against it, and the struggle had become one for existence. The County Superintendents and the friends of education generally must bestir themselves in its defence, or it might be swept away, and with it perhaps the whole system of which it was a part. Having given this timely note of warning, the report closed with recommendations for the establishment of Normal Schools, and the separation of the State and School Departments.

The reports of the County Superintendents were published as an appendix to the State report. These officers had then served only a few months, but their reports show that they were engaged in making surveys of the field, and that some of them had already done work that was beginning to produce the most beneficial results. The editor of the *School Journal*, in October, four months after the County Superintendents had been commissioned, said: "Though this office is too new amongst us to justify the formation of a definite opinion of its general results over the State, yet enough is known to warrant the conclusion that wherever zealously and intelligently administered, it is producing all the good that was anticipated. From every county in which men of the right stamp were chosen, we hear favorable accounts; and the good news is in exact proportion to the fitness and faithfulness of the officers."

But the storm that had been brewing was about to burst. The County Superintendency was popular at first in very few localities. The anti-free school element, still powerful, arrayed its whole strength against the new office. This force received accessions from a class of persons who had hitherto been engaged in teaching, but who, now, either feared to face the ordeal of an examination or failed to pass it, and were thus thrown out of employment. Most numerous in counties where the examinations were most strict, the

very best of Superintendents were apt to find themselves much annoyed by the clamor, if not greatly crippled in their work by the persistent fault-finding of dissatisfied schoolmasters. Many school directors, some of them of the more intelligent class, looked coldly upon what they considered an attempt to limit their prerogatives or lessen their power. Parsimonious citizens everywhere asserted that the money paid for salaries to the Superintendents was wasted. In almost every section of the State a movement was started to send petitions to the next Legislature, asking for the repeal of the offensive Act. In some counties the question of repeal was made a political issue, and for the second and last time, in the history of our common schools, men were nominated for the Legislature pledged to vote against a law that had the support of the best friends of public education. A bitter struggle at Harrisburg was inevitable, and further on we shall see how it ended.

While the ill feeling towards the office lasted, the County Superintendents, in performing their work, had to row against a strong, rough tide. Their examinations were often unjustly criticised, their visitations were unwelcome, their advice was unheeded, and even their presence was considered an offence. Under these circumstances, the weak did nothing, the timid shrunk from the conflict, and none but the strong and brave could make a fight with any hope of winning it.

Adding greatly to the critical condition of school affairs, a change took place, January, 1855, in the State administration. Governor Bigler was a candidate for a second term, but, by the sudden bursting forth of one of those unaccountable cyclones that now and then disturb the political as they do the physical world, he was defeated, and with him were swept overboard those associated with him in launching the new school ship and in guiding it in the first stages of its perilous voyage. Bigler, Black and Dieffenbach, gave place to Pollock, Curtin and Hickok. It was generally expected that the new administration would quietly suffer, if not openly favor, the repeal of the unpopular school legislation of the preceding year. Advice to this effect was given by some of its most influential friends. An unauthorized assumption that such would be the case, had in some places considerable influence in the canvass. But as Ritner manfully accepted Wolf's policy in favor of free schools, and made it his own, so Pollock, having in view a broad public rather than a narrow party end, took up Bigler's fight on the County Super-

intendency and determined that the new office should have at least a fair trial; and Curtin, as Secretary of the Commonwealth and Superintendent of Schools, and Hickok, as Deputy Superintendent of Schools, proved themselves, not less than their predecessors, warm friends of educational reform. Indeed, the new administration, if less cautious in school affairs, was more active than the old one; if less firm, more positive; if less diplomatic, more aggressive—it was, in fact, the fiery Scotch-Irish blood in contrast with the slower, perhaps safer, currents of the German.

James Pollock was born at Milton, Northumberland county, in 1810. His ancestors came from the north of Ireland as early as 1760. Prepared at Kilpatrick's Academy in his native town, he graduated at Princeton College with the highest honors of his class in 1831. Studying law, he was District Attorney, a member of Congress for six years, and President Judge of the Eighth Judicial District before he was elected Governor in 1854.

Governor Pollock devoted a large space in his messages to education, and no other Governor ever wrote more eloquently on the subject. In his very first message, to the delight of its friends and to the disappointment of its enemies, he declared himself in favor of the County Superintendency, saying: "The experiment of the County Superintendency, wherever faithfully carried out, has not disappointed the expectations of the advocates of the measure. The improved condition of the schools and the greater efficiency of the system clearly establish the propriety and utility of such supervision." He earnestly recommends the establishment of Normal Schools, and makes a strong argument in their favor. Teachers' Institutes he thinks an agency of unquestionable value. And upon one of the most tender points of all, the increase of the State appropriation, he boldly says: "If the Legislature should feel warranted and the measure has all the sanction this Executive document can give it, to make a large addition to the annual State appropriation to common schools, I believe that all will be done which the patriotism of the people's representatives can now effect; and I do not hesitate to express the opinion that the time has come for this prompt, full and decisive action."

Of the County Superintendency, in his second message, the Governor says: "Whatever defects time and experience may develop in this or any other branch of the system should be promptly corrected; but until the necessity for change is established, the

system in its unity and integrity should be maintained, or if changed, changed only to render more certain the accomplishment of its noble purposes and objects." In this message the establishment of Normal Schools is thus urged: "In a former communication to the Legislature, the establishment of State Normal Schools for the education of teachers, was urged as indispensably necessary to the perfection of the system. With full confidence in their utility and necessity, I again recommend them. These institutions, with their proper professors and appliances, supported by the State, would meet the wants and elevate the character of our common schools."

The Governor in his third and last message commends the Act of the Legislature in establishing an independent School Department, and expresses strong faith in the good to come from the recently enacted Normal School law. Of the latter he says: "It is a movement in the right direction, full of encouragement and hope for the greater perfection and usefulness of the system." With pardonable warmth in a friend so tried, among his last words, he utters the following exhortation: "In the great work of popular education, there should be no retrograde movement in Pennsylvania, no yielding to the impotent clamor of ignorance, selfishness or prejudice, in their attempts to stay its progress. These, one and all, may denounce and condemn, but virtue, patriotism, truth, bid you onward. Let the system be maintained in its unity and usefulness; let it be improved and perfected in its details; but let no act of yours impair its strength, or mar the beauty or harmony of its proportions."

Governor Pollock did not confine his efforts in behalf of education to his office. His eloquent voice was heard in many places pleading for better schools. One of his first addresses was delivered at Reading, where he took strong ground in favor of maintaining the County Superintendency at least until it had been given a fair trial. An address delivered at the dedication of the "James Pollock Schoolhouse," Philadelphia, was notable for the advanced position taken and the progressive views expressed on the question of school reform. A formal visit to the schools of Harrisburg, with an address in each, was long pleasantly remembered by directors, teachers and pupils. The hands of the County Superintendents, at their meeting in Harrisburg in 1855, were greatly strengthened by the encouraging words of the Governor and his bold declaration

that no backward step in the educational affairs of the Commonwealth should be taken during his term of office. And an enthusiastic speech at an Educational Harvest Home in a grove near Millersville, Lancaster county, did much to create that sentiment among the people of the neighborhood which made possible the establishment of the State Normal School at that place. But no words spoken by the Governor did as much for the cause of education as a knowledge of the fact that he was determined to suffer no injurious blow to be struck at the school system while he occupied the Executive Chair, serving as it did to keep hostile forces at bay at a most critical period, and enabling the friends of the system to concentrate their whole strength upon the work of rendering it invulnerable to any attack that might be made in the future.

Andrew G. Curtin was born at Bellefonte, in 1817. His father was a Scotch-Irishman, and came to America in 1793. Dr. Keagy, at Harrisburg, and Dr. Kirkpatrick, at Milton, were his chief instructors. He had attained eminence as a lawyer, and was well known as a politician, before he was called by Governor Pollock to the office of Secretary of State and Superintendent of Common Schools. As Governor of the State during the civil war, he made himself conspicuous among high officers of his class, for the ability and zeal shown in his efforts to support the General Government against the common enemy, and the faithfulness with which he looked after the interests of the soldiers called into the field, and the widows and orphans of those who died for their country.

Superintendent Curtin wrote two reports, those for the years 1855 and 1856. In the first of these, he begins with a statement of the defects in the working of the system that had led the Legislature to seek a remedy in the establishment of the office of County Superintendent; among them are named defective reports from school districts, frauds practiced upon the Department in drawing the State appropriation, incompetent teachers, poor schools, and an indifferent public; and in view of such neglect and bad management, he adds with great force: "Mercantile business, trade, or the pursuit of any of the mechanic arts, commenced under the fairest auspices, and with abundance of capital, if conducted with such irregularity and want of faith, would end in inevitable bankruptcy. The richest and the most productive farm in the Commonwealth, if cultivated with a like indifference and want of supervision, would soon present dilapidated buildings, broken fences, scanty harvests,

and starving cattle." Then follows an argument in support of the County Superintendency, admitting its shortcomings on account of the obstacles that stood in its way, and the incompetent men elected to fill the office, but alleging that wherever efficient officers had been chosen, it had already infused new life into the system, and conferred upon it the most substantial benefits. The report recommends Normal Schools, Teachers' Institutes, and an increase in the State appropriation to common schools.

In his second report, the State Superintendent thus sums up the good that had already resulted from the County Superintendency in counties having competent, faithful, and sufficiently compensated officers:

Organized, well-attended, and efficient institutes and associations by teachers for self-improvement.

Largely increased interest by directors in the duties of their office.

Improvement in schoolhouses and furniture.

Great increase in uniformity of text-books, and improvement in the classification of schools.

The enlargement of the number of promising qualified teachers in the profession, and the retirement of by far more, who were found to be incompetent.

Increase in the salaries of teachers, and in their standing and influence as members of society.

Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.

More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the State for the intellectual culture of their children.

Numerous public examinations and exhibitions of the schools at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers that their duty has been so discharged as not to fear the public eye.

But the subject presented most conspicuously in this report is that of State Normal Schools. They are considered essential to the success of the system, and an elaborate plan is proposed according to which it is thought they ought to be established. This plan was substantially adopted by the Legislature, and embodied in the Normal School law of 1857. It is also to the credit of the State Superintendent that he discovered even at that early day the necessity of a closer supervision of schools than that provided for by the office of County Superintendent, and states in his report that he had, in circular form, addressed the boards of directors throughout the State, informing them that they might, under the law, intrust the duty of visiting schools to the Secretary of the Board, require him

closely to inspect the schools and report their condition to the board, and pay him for his services in this regard. This decision opened the way indirectly for the establishment of the District Superintendency, and was the means of accomplishing much good.

Superintendent Curtin did not perform much field-work during his term. This for the most part he intrusted to the hands of his Deputy. But he addressed the convention of County Superintendents that met at Harrisburg during the session of the Legislature, in 1855, and wisely guided its counsels at that critical period, and also performed a like service for a similar convention held in connection with the State Teachers' Association, at Williamsport, in August, 1856; and he was present and made addresses at the meetings of the State Teachers' Association at Philadelphia, in December, 1855, and at Harrisburg, in December, 1856. While favoring all progressive movements in educational affairs that seemed to his judgment safe and politic, Superintendent Curtin was more conservative and cautious than others connected with the administration of which he was a part, and no doubt steadied the work of school reform, thus serving as a counterpoise to that radical spirit among school men which, at the time, was apt to push measures forward prematurely.

Henry C. Hickok was born in Cayuga county, New York, in 1818. The family had come from Connecticut. His father and mother were both teachers. They came to Union county, Pennsylvania, in 1822, where they opened a private school. Later, they were eight years in charge of Lewistown Academy. Young Henry received the greater part of his education from his parents, but spent a year in Missouri at a Manual Labor School, called Marion College. He studied law at Chambersburg, but was admitted to the bar at Harrisburg, where he opened an office. Governor Porter appointed him clerk of the Nicholson Court, concerned in settling matters connected with the estate of Robert Morris, and subsequently he was in turn Deputy Attorney General for Perry county, a Commissioner of Bankruptcy, and editor of the *Lewisburg Chronicle*. Before becoming Deputy Superintendent of Common Schools, he had served as a school director, and had written numerous articles on school affairs for his paper. In the School Department he was for the most part the working head of the system, attending to its correspondence, writing its decisions on questions of law, projecting plans for its improvement, guiding legislation respecting education,

and strengthening the cause by visiting schools and attending teachers' institutes and educational meetings in many parts of the State. Notes of his visitations to many counties were published in the *School Journal*. He worked up to the full measure of his strength, and beyond it, and the State never had in a school officer a more devoted friend of public education. When, in 1857, an Act was passed separating the School and State Departments, it was natural and proper that the Deputy Superintendent should be advanced to the position of Superintendent.

The office-work during the Curtin-Hickok administration was of an amount and a character to severely tax the ability and strength of those in charge of the Department. The period was one of transition; the old routine of school-keeping had been broken up, and something more vigorous and vital was about to take its place. The new spirit that had been infused into the school system throughout the State brought up new questions; the delicate machinery of the County Superintendency just beginning to move, required nice adjustment and careful handling; old schoolmasters and old school directors, forced out of their accustomed ruts, were at sea without marks to guide them, and demanded new charts to steer by. But unfortunately no records remain to tell in detail the story of this difficult work. Not a copy of a single letter or circular written by Superintendents Curtin and Hickok is to be found on file in the School Department. The decisions, forms, information and advice to school officers and circulars to Superintendents and directors, that were published in the official columns of the *School Journal*, are, however, sufficient to show that clear heads and skillful hands were at the helm.

The most important laws relating to schools passed during the years 1855, 1856, and 1857, are those providing a mode of increasing the salary of a County Superintendent during a term, constituting the Pennsylvania *School Journal* the official organ of the Department, giving the Courts power, with certain limitations, to establish Independent School Districts, separating the School from the State Department, and establishing Normal Schools.

The first named of these laws supplied an omission in the Act of 1854. Several counties, Berks, Crawford, Venango, and Warren, had previous to its enactment secured the passage of a bill increasing the salaries of their Superintendents; but this bill Governor Pollock promptly vetoed on the ground of special legislation, and

because, while its aim seemed to be to strengthen the Superintendency in the counties to which it applied, it insidiously gave the conventions of school directors, called under its provisions, power to abolish the office. In his message vetoing this bill, the Governor gave the Legislature to understand that he would favor the bill then pending, giving the school boards of all the counties in the Commonwealth power to increase the salaries of Superintendents insufficiently compensated, and also intimated that any measure tending to cripple or destroy the County Superintendency before the office had been fairly tried, would meet with his opposition.

An educational magazine as the organ of the School Department, in publishing its current decisions and other information intended for school officers, had been favored from the earliest days of the school system, by a number of the State Superintendents. Superintendent Black recognized the *Pennsylvania School Journal* as such an organ, in a semi-official way, and it only remained for Superintendent Curtin to secure the passage of a law giving it formal recognition and providing for furnishing a copy to each board of directors at the State's expense. The relation still continues.

Sub-districts, the division of a township into districts with a single school and possessing restricted powers, were abolished by the Act of 1854. Independent Districts constituted of a part of a township or of adjacent parts of two or more townships, with the full power of a school district, were not sanctioned by any general law prior to 1854, although many had been created by special laws. The Act of 1854 was meant to sweep them all away with the sub-districts; but there was signed at the same time a supplement to that Act continuing them until after the session of the next Legislature. The Legislature of 1855 continued them another year, authorized the courts of common pleas to continue them permanently at their discretion, and provided a way for the courts to create new ones. Under the power thus given, so many Independent Districts were formed in some counties as to greatly mar the symmetry of the general system and, in 1857, the Legislature passed an Act providing a mode of abolishing such of these districts as had been too hastily created, and another requiring thereafter the unanimous concurrence of the court in creating an Independent District, and declaring that the meaning of the law concerning the creation of Independent Districts "is to provide in a guarded manner for exceptions to the general rule, and to protect and promote the educational welfare of occa-

sional localities that, from natural and other adequate obstacles, could not be properly provided for under the organization of township districts; and further, it was not the intention to cut up townships into single districts, nor to carve out the wealthier from the poorer portions of a township or townships, to the prejudice of the rights and interests of the latter."

The separation of the School from the State Department had been recommended many times by Governors and State Superintendents, and was favored by teachers and the friends of education generally. It is creditable to those concerned that the separation was effected during Governor Pollock's administration.

On the twentieth day of May, 1857, Governor Pollock signed the bill entitled "an Act to provide for the due training of teachers for the common schools of the State." As the full history of this important Act will be given in another place, it is sufficient to say here that there never was a time when the friends of the public school system of Pennsylvania had not deemed some plan of preparing teachers essential to its success. At an early day it was thought by many that teachers could be properly trained in Colleges and Academies; and, with this end in view, liberal appropriations were made to these classes of institutions by the State. Distrusting this policy, some of the State Superintendents, from the first, recommended the establishment of Teachers' Seminaries or Normal Schools; and, when it was found that the work of a College or an Academy and that of a Normal School could not be profitably combined in the same institution, such recommendations became more frequent and more urgent. Every State school report, for years prior to 1857, sets forth an argument in favor of Normal Schools, and an appeal to the Legislature to establish them. The bills of 1853 and 1854, revising the school law, contained as presented to the Legislature sections providing for Normal Schools. And outside of official circles, the demand for Normal Schools among teachers and the friends of education was general, as the proceedings of numerous meetings bear testimony. But withal the coming of Normal Schools might have been much longer delayed, had their necessity not been made more apparent by the working of the County Superintendency. Indeed, the Normal School law of 1857 may fairly be considered the fruit of that agency. The County Superintendents who had been foremost in refusing to certificate the old, incompetent teachers, were forced to exert themselves to pro-

vide new and better qualified ones. Hence, temporary Teachers' Schools, Normal Institutes as they were called, were established in a number of counties. The largest of these and the one that attracted most public attention was located at the little town of Millersville, Lancaster county. This institution had no small influence in shaping the Normal School policy of the State, and eventually became the first of our State Normal Schools and the mother of all of them. Such are the most important circumstances out of which grew the Normal School Act of 1857; but all honor to Governor Pollock and the State school officers who took advantage of the flowing tide to safely harbor the coming ship.

The bills separating the School from the State Department and providing for the establishment of Normal Schools, do not seem to have met with any serious opposition in the Legislature. Neither called for the expenditure of money. Upon the first, the yeas and nays were not called in either House. The second was referred in the Senate to a select committee, of which Titian J. Coffey, of Indiana, was chairman. In reporting it back affirmatively, the committee made a report taking strong ground in its favor; and, while under consideration in the Senate, Senator Brewer, of Franklin county, one of the committee, made an earnest speech supporting it. No one, as far as the records show, voted in the negative. In the House, May 20, the bill was taken up out of order by a two-third vote, sixty-four to twenty-five, considered in committee of the whole and on second reading, and on a motion to suspend the rule that prohibits two readings of a bill the same day, and to read the bill a third time, the yeas were sixty-seven and the nays twenty-four. After this test of its strength, the bill was allowed to pass without dissent. Behind this apparent unanimity, however, there was an opposition to both measures that was overcome or quieted by skillful management on the part of the officers of the School Department, who warmly pressed their passage.

But the enactment of new laws gave the State school officers less concern, and cost less labor, than the preservation of what was considered an essential feature of the old ones. As previously stated, the main point of attack by the enemies of free schools, for years after its creation, was the office of County Superintendent. The danger here was constant and pressing. This stronghold carried, they knew the whole line must give way. Skirmishing between the contending forces began in every county of the State soon after the passage

of the Act of 1854; in some counties the fight became a pitched battle. The struggle was eventually transferred to the Legislature of 1855. The House of Representatives for that year contained a large majority of members opposed to the County Superintendency, and a determined disposition was manifested early in the session to repeal the law of the preceding year, creating it. Petitions asking for the repeal were presented from nearly every county in the State. Franklin county sent eighteen petitions; Montgomery, seventeen; Chester, sixteen; Crawford, seven; Westmoreland, seven; Dauphin, eight; Berks, seven, and others, a smaller number. In the aggregate the number of signatures was very large, almost alarming. A bill providing for repeal was read in place, referred to the Committee on Education, and reported favorably. The State school officers and the friends of the Superintendency in the House, united in an effort to delay action upon the bill until something could be done that it was thought might avert the threatened disaster. With this view Superintendent Curtin called the County Superintendents to meet in convention at Harrisburg, April 11. Forty-one of these officers responded to the call. Thomas Nicholson, of Beaver, was made President, and the State Superintendent opened the sessions with an address. A business committee, with the Superintendent of Lancaster county as chairman, advised by the State officers, recommended an afternoon meeting in the House of Representatives, with an address by Thomas H. Burrowes, to be followed by a number of brief reports from County Superintendents, giving an account of the work done in their several counties and its effects upon the schools. It was known that many members of the Legislature would be present, and the object of this programme was to convince them, if possible, of the usefulness of the office whose existence was then at stake before them. The address was delivered. Reports were made by Nicholson, of Beaver; Barr, of Huntingdon; Wickersham, of Lancaster; Gow, of Washington, and Shelly, of Cumberland. Some of these reports were made with much force and enthusiasm, and the session resulted in the good expected from it.

The convention continued its sessions through two busy days, but its proceedings will not be followed further than to note two remarkable utterances that filled the hearts of the Superintendents present with gladness, and renewed their faith in the ultimate tri-

umph of their cause. Dr. J. R. McClintock, who was at the time Chairman of the Committee on Education in the Senate, and who had been Chairman of the Committee the year before, and had done more than any other member of the Legislature to pass the Act of 1854, delivered an address before the Convention, in which he said there need be no fear of the repeal of the County Superintendency at that session, for "Sir, a barrier has been erected in the Senate, whatever blow shall threaten, strong and high enough to resist assault." The result justified these emphatic words. Later, Governor Pollock, in a speech of great eloquence and power, declared before the Convention in the most positive manner, that during his administration "there should be no backward step in our educational progress," meaning, as was understood by all, that no bill abolishing the County Superintendency would receive his signature. The strengthening effect of this bold declaration was at once felt by the schools from one end of the State to the other.

The Convention of Superintendents adjourned April 13th. The opposition to the County Superintendency in the House of Representatives was somewhat demoralized, but not broken, and April 23d, a special session was ordered to consider the pending bill abolishing the office; but frightened by the lions which the members favoring the bill now saw in their path, the majority of the Senate and the veto of the Governor, the independent bill was quietly dropped, and in lieu thereof, at the proper time, there was shrewdly inserted in the General Appropriation bill, where it could not be easily voted down or vetoed, the following provision:

Provided, That said whole amount," meaning the appropriation to common schools, "shall be distributed *pro rata* to the respective counties; and where any county refuses to employ a County Superintendent, the amount received by such county shall go into the common school fund of the respective districts of said county, and all laws inconsistent therewith be and the same are hereby repealed; *And Provided further*, That it shall be lawful for the school directors of the several counties to meet in convention, at the Court-house of their respective counties, on the first Monday of June next, and decide whether they will any longer continue the office of County Superintendent in their respective counties." The vote on inserting this provision was fifty-four yeas to thirty-one nays, which, after all that had been done to overcome it, shows the great strength of the feeling against the County Superintendency, and the risk run by the public officials who antagonized it.

The Appropriation bill, with its proviso virtually repealing the County Superintendency, was sent to the Senate. The committee to which it was referred struck out the proviso, and efforts to restore it in the Senate and to insert it as a new proposition both failed, the latter by the decisive vote of five yeas to twenty-two nays. Among the nays was the vote of Senator Buckalew, who the year before opposed the enactment of the law, but was now willing it should have a fair trial. In 1835 it was the House that saved the school law; in 1855, it was the Senate. The Senate barrier had proven strong enough to resist the assault, as Dr. McClintock had foretold the County Superintendents.

Bills to abolish the County Superintendency were introduced at subsequent sessions of the Legislature, but they never had strength enough to make them dangerous. The opposition most to be feared took the shape of movements to do away with the office of County Superintendent in particular counties. These continued to threaten the system for many years, and sometimes cost the School Department much trouble and annoyance before they could be checked.

The County Superintendency, during the first term of the office, had a poor chance to achieve any marked success. In a few counties, there were competent officers with fair salaries. In some others the officers were competent, but the salaries were insufficient. Then, there were counties with medium salaries, and men of all degrees of fitness for the office, and counties with low salaries, and men who hardly earned the amount paid them for their services. Few conventions of directors either appreciated the duties of the office or understood what qualifications were necessary to fill it. Persons were chosen who thought the place a sinecure. Under these circumstances, it is not to be wondered at that changes were made during the three years in nearly one-half of the counties in the State, and in some cases a change had to be made a second time. But with all the drawbacks, marked progress was made and an impulse given the system that brightened its whole future.

Excluding Philadelphia, the following is a comparison between certain statistics of the year 1854 and those of 1857:

	Districts.	Schools.	Term.	Teachers.	Salaries	Salaries	Scholars.	Appropriation.	Expenditures.
					Male.	Female.			
1854	1,555	10,186	5m. 4d.	11,967	\$20.31	\$12.81	488,492	\$156,389.25	\$1,286,541.59
1857	1,688	10,956	5m. 13d.	12,474	24.00	16.60	541,247	164,723.55	1,754,215.49

The most significant figures in the table are those which show the increase in the length of term, in the salaries of teachers, in the

State appropriation, which is exclusive of the salaries paid the County Superintendents, and in the general expenditures for the system. If improvement in the qualification of teachers could be measured in figures, the increase would undoubtedly be much greater than in any of the items named. In the logic of events, such an improvement had to come and be appreciated before longer terms and better salaries were possible.

CHAPTER XXIV.

ADJUSTING THE WORK. 1857 TO 1866.

AN INDEPENDENT SCHOOL DEPARTMENT. HICKOK. SULLIVAN. GOVERNOR
PACKER. BURROWES. BATES. COBURN.

THE period from 1857 to 1866 is marked in our school history by peculiar characteristics. The task now was to enforce the laws that had been passed, to apply the system that had been organized, to lead to battle and to victory the forces that had been mustered. This was in a peculiar sense a work of adjustment—the adjustment of the means given to the accomplishment of the end sought.

When the Legislature of 1857 adjourned, there were upon the statute-book about all the laws the friends of education had considered necessary to perfect the system. The Act of 1854 had been shaped to suit their views, county supervision, so long demanded, had been secured, provision had been made for Normal Schools, the want of an independent School Department and an organ to speak for it had been supplied; in short, the law-makers had done their part, a vast machine had been constructed, and the question now was to make it work. A great ship had been launched, and was ready for the voyage; but was she seaworthy? and would she be able to reach her destined haven?

Earlier, there had always been ground for anxiety lest the system of common schools, either as a whole or in part, should be abolished. The Act of 1854 was born in a storm. It required a fierce battle to save the County Superintendency in 1855. There was more or less danger for two years longer. But after the second election of County Superintendents in 1857, there remained little fear that county supervision, the least popular feature of the law, would be disturbed, and certainly none that an attack would be made upon any of the other leading provisions of the system. Thus the field of active operations was transferred from Harrisburg to counties and school districts; and the State school officers, measurably released from the task of watching legislation, were

much more free than their predecessors had been to aid local efforts in behalf of schools. Indeed, politicians and men influential with parties, lawyers to frame and interpret laws, useful as they had been in the past at the head of the School Department, possessed no longer in any eminent degree the special qualifications needed to administer the system, and we shall see during the period of which we speak, a line of State Superintendents learned in the law succeeded by a line of teachers learned in the business of educating youth and managing schools. Hickok and Burrowes, lawyers by profession but teachers in spirit, fitly mark the transition.

The results of the nine years of work, when we come to measure it, will be found less satisfactory than might be expected, but it may be well to remember in starting, that, in 1857, a financial crisis greatly disturbed the business affairs of the whole country, and that scarcely had its effects ceased when the great civil war broke out, which, for four long years, continued to drench the land with blood. Our schools were not dead amid the clash of arms, as the laws are said to be, but marked progress in their improvement could hardly be expected.

The School was separated from the State Department by the Act of April 18, 1857, and Henry C. Hickok entered upon his duties, as the head of the new Department, on the first Monday of June, following. There had been great unanimity among the friends of public education in asking for this separation, but as the Act providing for it neither widened the scope nor increased the force of the office, some disappointment was expressed concerning the change. Indeed, its effect at first was to weaken rather than to strengthen the Department. The influential hand of the Secretary of the Commonwealth was withdrawn from the management of school affairs, and no adequate provision was made to supply the loss; and, what was of even more consequence, the Governors of the State henceforth scarcely considered their administrations responsible for the conduct of school affairs, much less took it upon themselves to lead in the march of improvement. Still, the separation came most likely in the only way it was possible; and, doubtless, the best thing to do was to accept it and allow time to remove such defects in the law as experience might develop, thus following the tentative course pursued with many other measures connected with the system and with the system itself. A great point was gained in the fact that the system had now an independent head, with no

other interest to distract or divide attention. For some months after the separation, the Department continued to do its work in the room previously occupied, and Superintendent Hickok, in his report for 1857, thus speaks of the want of proper facilities for transacting business: "This Department has less clerical force, in proportion to its heavy labors, than any other branch of the Government. It is destitute of more than one-half of its own reports, and the history of the system is not to be gathered from its archives. It is without a library of standard or current educational works for use or reference. Purdon's Digest, a dictionary, a post-office directory, an occasional report from other States, and a few odd volumes of the Acts of Assembly and Journals of the Legislature, complete the catalogue. It is in receipt of but one educational periodical, besides our own *School Journal*, and that is a donation." Before the issue of the next report, the Department had obtained the use of a fine room, known as the "Governor's Room," in the second story of the capitol building, which had been comfortably fitted up for the purpose, and thus become not only legally but locally divorced from the State Department. As completed, the organization of the Department consisted of a Superintendent, a Deputy Superintendent, two clerks and a messenger. John M. Sullivan, who had served as Deputy Secretary of the Commonwealth during Governor Pollock's administration, was appointed Deputy Superintendent of Common Schools. Mr. Sullivan was educated for the bar, and had no special fitness for the place. He continued in office till the end of the term, but, although pleasant in manners and genial in his official relations, his influence was never felt to any extent in school affairs. In effecting the organization of the new Department, the Superintendent was sorely perplexed by the attempted control of political leaders and the persistent claims of applicants for place. Bills were presented, in the Legislature of 1858, for the repeal of the Separation Act, but they did not meet with much favor.

With the establishment of an independent School Department, the Governor of the Commonwealth ceased to be an important factor in the work of education. The common schools were always noticed in the annual messages, the general school statistics compiled by the State Superintendent were usually included, and now and then an original suggestion or a new proposition concerning education came from an Executive; but the personal and official

influence exerted in behalf of the public school interests by Wolf and Ritner, Bigler and Pollock, was a thing of the past. The Governors from 1857 onwards, William F. Packer, Andrew G. Curtin, John W. Geary, John F. Hartranft, Henry M. Hoyt, and Robert E. Pattison, were without exception warm friends of free schools, and had there been necessity, would without doubt have done as much as any of their predecessors to promote the good of the system; but as it was plain that the work of the School Department had become technical, they saw the propriety of leaving it in the hands of those to whom as experts they had intrusted it. Possibly Governor Packer, as the link that connected the old Executive policy of managing school affairs with the new Executive policy of appointing skilled officers to manage them, is an exception. In his first message he took an advanced position in regard to an independent School Department, not only recommending that this Department should remain separate, but that it should be "fully organized and effective." He says that "the mere care and promotion of our system of common schools, important and extensive as it obviously is, should not be the sole object of such a Department. If it is true that the power to punish crime includes also the right to prevent it by providing for the proper intellectual and moral training of the people, it would seem to follow that the Department charged with the latter momentous duty, should also be in possession of all the sources and subjects of information calculated to shed light upon the object of its action. Hence the collection, arrangement, and practical deductions from population and industrial statistics; from natural defects, such as deafness and dumbness, blindness and lunacy; from crime in its various forms and developments; together with such control over all the literary and scientific institutions in the State, as shall bring their full condition into view—should also belong to the same Department." For the reasons thus stated, the Governor urges that in place of the School Department as then organized, there be established a Department of Public Instruction, with powers adequate to the performance of the comprehensive work proper for such a Department. This was higher ground than even the most advanced school men of the day were prepared to occupy. In all his messages Governor Packer recommends liberal appropriations to aid in establishing and maintaining State Normal Schools.

But it is not so much for the recommendations of his messages,

as for the vetoes by which he arrested certain pernicious legislation that would have paralyzed all efforts to establish schools for teachers under the act of 1857, and been a virtual repeal of the Act itself, that the friends of education should honor the name of Governor Packer. At the session of 1859, a bill passed both Houses of the Legislature, and was presented to the Governor for his signature, appropriating to Westminster College, Lawrence county, the sum of twelve hundred dollars annually for five years, on condition that free tuition in all branches of English Literature and Science, and in the Art of Teaching and Government, should be furnished to not less than fifty, nor more than three hundred pupils, to be selected by the County Superintendents and directors of common schools from the counties of Lawrence, Beaver, Mercer, Butler, and Venango. This was a revival in a most objectionable form of the old unsuccessful plan of preparing teachers in departments connected with Colleges. Had the bill become a law, other Colleges would have followed the example, and the State would have experienced another prolonged experiment, and another disastrous failure. Fortunately, the Governor prevented the mischief by a veto. At the same session another bill came into the hands of the Governor, entitled "An Act to incorporate the California Seminary, Washington county," which gave to a small private Academy all the powers and privileges of a State Normal School and a common school combined, without either requiring it to conform to the provisions of the Normal School law, or subjecting it to the control of the common school authorities. A more vicious combination could hardly be imagined, and the Governor very properly withheld his signature, and returned the bill to the House of Representatives, where it originated. The Normal School law was thus saved from mutilation or destruction by a firm Executive, when both the School Department and the friends of education in the Legislature found themselves too weak to protect it.

Superintendent Hickok, at the outstart of his administration, expressly stated in his first official report that "No changes in the school law are proposed." None of much consequence took place during his term of office. Perhaps the most important was the supplement to the Normal School law, passed in 1859, putting in a more practical shape some of the details of that Act, and providing a way for the recognition of a single school, without waiting for four to be ready to apply contemporaneously, as originally required.

But for this change the School Department was not responsible. The bill was written and explained to the members of the Legislature by the Principal of the Normal School at Millersville, then about in readiness to become a State Normal School under the law. But while the State Superintendent asked for the passage of no new laws, it required great vigilance on his part to prevent the mutilation or repeal of old ones. It was an era of unrest and experiment in school affairs, and nearly every member of the Legislature thought it his duty to go up to Harrisburg with one or more bills in his pocket relating to education. The attempt to tinker with the subject became almost a mania in the Legislature, and there was probably not a single session from 1854 to 1874, when the new Constitution put an end to this kind of special legislation, that hundreds of bills did not appear upon the files of members, proposing changes of some kind in the laws relating to common schools. Most of them were of a local character, but the passage of any considerable fraction of them would have left us a multitude of broken, disjointed fragments of school laws, instead of a compact and harmonious system of public education. This locust-like swarm of special legislation was more than ordinarily dangerous during the years immediately following the new departure in school matters taken in 1854. It consisted for the most part of attempts to repeal what were then considered objectionable features in the law; and failing to get rid of them as a whole, resort was had to local bills, with the hope of getting rid of them in pieces. The County Superintendentcy was subject to attack in this way for years, and from many quarters. Superintendent Hickok, during the whole of his term, stood guard for the system, and used his best efforts, sometimes by open opposition and sometimes by quiet management, to prevent it from being marred, if not undermined.

The first report of Superintendent Hickok was mainly an exposition of the nature and workings of the general law of 1854, and the Normal School law of 1857. It announced no special line of policy, and proposed little new in the way of improvement. Its chief aim seems to have been to maintain the ground then occupied. The report for 1858 was for the most part made up of a history of what had been done during the year. Feeling stronger, in the report for 1859 a change was suggested in the law establishing the office of County Superintendent, providing a fixed salary for the office, allowing assistant superintendents in large counties, and defining the

exact powers of the State Superintendent in removing a County Superintendent from office. A liberal increase in the State appropriation for school purposes was also recommended. The following is the closing paragraph :

The expiration of the term of office of the State Superintendent, with the close of the school year on the first Monday in June next—six months in advance of the meeting of the next Legislature, and at a time which will not permit the present incumbent to report the operations of the last year of his official connection with the system—may, perhaps, justify the remark upon this occasion, that the services and sacrifices of its friends during the last five years are not likely soon to be forgotten by the various functionaries of the system, who have borne the brunt of the contest during that disturbed and difficult transition period, and who can now rejoice with them in the ultimate success which has been achieved. Five years ago the dubious question was, Can the immense fabric of the revised school system be held together, until it can be successfully operated, and its merits demonstrated by results? Now, with an enlarged organization, and firmer foothold, the only question is, how can it best be improved, expanded and strengthened? In transferring the arduous guidance of the system to other hands, at the appointed time, the undersigned is happy in the consciousness that, through the combined operation and protecting influences that have been at work, the system is in better condition, and upheld by a more appreciative public sentiment, than at any former period in its history; and with no adverse, and some slight progressive legislation at this propitious period, it will enter at once, with larger powers and more adequate resources, upon a career of extensive and unexampled prosperity.

Outside of the usual routine, the most notable office-work performed during the term of Superintendent Hickok was the preparation and publication of plans of buildings for Normal Schools; the compilation of special statistics exhibiting minutely the condition of education in the State; the editing and printing of a new Digest of School Laws; the issue of an improved style of teachers' certificates, and the furnishing for the official department of the *School Journal* of a large amount of valuable matter, including decisions on questions of law, explanations, instructions to Superintendents, directors and teachers, forms, and other documents. The designs for the Normal School buildings were prepared under the direction of the Superintendent by Alfred Biles, a Philadelphia architect, and years afterwards they were followed with certain modifications in the construction of the buildings at West Chester, Shippensburg, Indiana and Lock Haven. The special statistics were collected by the County Superintendents, and compiled and published by the Department. They concern the condition of schoolhouses, school furniture, schools and teachers. Those of 1857 show among other

things that in the opinion of the County Superintendents, there were about three thousand schoolhouses in the State "unfit to be the training places for youth;" four thousand with insufficient or injurious furniture; three thousand schools in which there was "neither grading of the school nor classification of the pupils," and at least five thousand teachers who had never read a book or a periodical on teaching.

Superintendent Hickok did much more work outside of the Department than had been customary with his predecessors. There were few counties or considerable towns that he did not visit, and he addressed large numbers of teachers' institutes and other educational meetings. An effective speaker, and fully alive to the great interest intrusted to his care, he did much to remove objections to the system, to improve its local administration, and to strengthen its hold upon the public mind. Of this work in his report for 1859, he thus speaks:

Visiting different portions of the Commonwealth, from time to time, during the past five years, to adjust controversies; explain the policy and details of the school law; confer with citizens, superintendents, directors and teachers; address meetings and institutions, and endeavor to infuse life and uniformity into the workings of the system, has required official travel to the extent of nearly forty thousand miles, sometimes under favorable, sometimes under inauspicious circumstances, yet it is believed not wholly in vain. It was soon discovered, from the avalanche of correspondence pouring into the Department that there were difficulties in public sentiment lying behind the individual questions presented, that could be better adjusted by oral explanations in a public meeting or personal interview than by the most elaborate correspondence. The County Superintendency being greatly misunderstood, it was found that the office and officer not unfrequently needed explanation and defence from headquarters. In other States these visitations are enjoined by law and provision made for them accordingly. Here they have been voluntary, or rather involuntary, under the pressure of necessity.

Thomas H. Burrowes became Superintendent of Common Schools for the second time on the first Monday in June, 1860. If any one not a professional teacher was qualified for the place, he was the right man to fill it. His was the hand that had done most to organize the system when first established, and he had ever watched its growth with a father's interest. He was an educator, if not a teacher, although he had few of the qualifications that would have fitted him for the practical duties of the school-room. But with all his fitness for the office, Superintendent Burrowes, while serving his second term, was never at his best. There were now no plans to devise, no system to organize, no laws to frame, no founda-

tion principles to enunciate. This work had been done. The special qualifications then most needed at the head of a system, in addition to those of an executive character, were the knowledge and skill of an expert in the art of teaching and managing a school. These Superintendent Burrowes did not pretend to possess. Besides, his talents very much better fitted him for planning work for others than for executing it himself. But what remained to do in his line he did well. In his first report he began by recommending an increase of the State appropriation, aid to Normal Schools and teachers' institutes, salaries of County Superintendents to be fixed according to amount of service, authority to trustees to convey Academy property to school districts, an additional clerk in the Department, and changes in some of the minor details of the system in which its working machinery seemed to require amendment. His second report in substance repeats these recommendations; but its most prominent feature is "A review of the origin and establishment of the different institutions in our educational system and their relation to each other." In this review it is shown that out of the diversity in nationality and religion of the original settlers upon the soil of Pennsylvania, and the circumstances that caused them to scatter far and wide over a great extent of country, there grew up a system of education here differing from that of New England, on the one hand in giving less attention to the education of the masses, and from that of the Southern Colonies, on the other, in making some provision for the education of children of all classes. In Pennsylvania, speaking generally, Colleges were first established, and then, growing downwards, came Academies and Seminaries, and finally there sprang up common schools and Normal Schools to prepare teachers for them. The report gives the following as the theory of our State system of education:

The common school, wherever a sufficient number of pupils can be collected together to constitute a day school, for none but a day school can ever be a common school, for rudimentary training; and as soon as circumstances will permit, the same common schools so graded that the highest in the series shall fit the students for the general pursuits of life, or for admission into College. The High Common School, and the Boarding Academy and Seminary—the last two to receive the pupil from the ungraded common school, wherever that imperfection of the latter exists—from the larger cities desiring to send a portion of their youth to the pure air of the country, and from other sources; and all to prepare their students for entrance into actual life or into College. And finally, at the one extreme, the College, for that broad liberal culture based upon this generous preparation, which shall fit its students for

the proper acquisition of professional knowledge, or for the spheres of the highest intelligence in life; and at the other the Normal School, infusing true mental development, life and success into the whole.

This theory, the report further maintains, excludes all denominational religious instruction by public authority or under State auspices. Such instruction is excluded from the common school, but it is assumed that it will be given in the family or by the church. As in Colleges, Academies, and Normal Schools, the students are from home, and must either receive religious instruction in these institutions or not at all, the State is compelled to leave this higher form of education to the guidance of private individuals or corporations, though she is free to aid it with appropriations, or to regulate it in a general way. Neither does the State find a place in her system for technical schools, or schools of an exclusively professional character. She cannot undertake to prepare all her citizens for a profession or an avocation in life, and therefore she must not undertake to prepare any. The education she imparts must stop at the end of a course that is equally accessible and equally advantageous to all.

The new projects brought forward in the report for 1862 were, first, the abolition of the office of County Superintendent as then constituted, and in its stead the adoption of a provision for the division of the State into about twenty-five districts, with the appointment of a Superintendent of Schools in each. The Superintendents thus appointed were to be men of "high literary and scientific acquirements, and of full professional skill, and of recent professional experience." Their salaries were to be fixed by law, and equal in amount. They were to be relieved in part of the duty of visiting schools, their place in this respect being filled by an officer to be appointed by each board of directors, called a District Superintendent. An attempt was made at the session of 1863 to pass a bill of this character, but it met with little support in the Legislature, and never had the sanction of any considerable number of the active friends of public education. Second, an appropriation from the State to Colleges, Academies, Seminaries, and High Schools, on certain conditions as to courses of study, number of students, inspection by State authority, and an annual report. This project, like the first, was received with little favor.

In 1862, Superintendent Burrowes prepared a supplement to the school law, which passed the Legislature and was approved by the Governor, April 11th. It was a lengthy Act of nineteen sections,

but was intended to amend the general law only in matters of minor detail. The provision of most importance was that which reduced the school month to twenty-two days, closed the schools on Saturdays, and required two Saturdays in each month to be appropriated to institutes for the improvement of teachers. That part of the Act which made District institutes obligatory was unfortunately repealed in 1865.

The decisions made by Superintendent Burrowes on points of school law, with the explanations, instructions and advice that accompanied them, constitute a good commentary on the whole subject. Seven hundred and twenty-nine articles of this character appeared in the official columns of the *School Journal* during the years 1861 and 1862. Besides these, several thousand letters were written deciding cases of local difficulty and giving information to school officers and citizens. Copies of these letters, made at the time, are still preserved in the Department. In 1862, the Superintendent was engaged for some months in revising and re-arranging the Digest of School Laws. For the first time an attempt was made to collect, under a series of distinct heads, all the sections, decisions and explanations that belonged to each respectively. The result was a Digest much more methodical than any hitherto in use.

Early in his term, Superintendent Burrowes endeavored to raise the standard of qualifications used in certificating teachers, and make it more uniform throughout the State. To this end he issued instructions to the County Superintendents, first insisting upon the adoption of a minimum standard below which no certificate should be granted, and then naming in detail the degrees of scholarship in the several branches taught in common schools requisite in his judgment as conditions for granting the different kinds and grades of teachers' certificates. The movement was timely and in the right direction. The law of 1854 was from necessity construed at first to permit the granting of certificates to teachers with very moderate acquirements, even in the branches they were expected to teach. This forced construction of the law was considered a less evil than that of allowing one-half or three-fourths of the schools in the State to remain idle, but it was meant to be a mere temporary expedient, as was plainly indicated by the name "Provisional" given to the certificate of lowest grade, and by the length of time for which it was granted, a single year. Seeing danger to the system, should the granting of these low-grade certificates become a permanent

policy, the State Superintendent determined first to elevate the standard according to which they were granted, and eventually to dispense with them altogether. The difficulty of the task was much greater than he supposed, but his well-meant effort no doubt resulted in good.

As had been his custom when he first held office, Superintendent Burrowes made frequent official visits to different sections of the State, everywhere doing what he could in a general way to strengthen the system; but as he was no teacher, he was compelled to leave the more strictly professional field-work of his administration to another. He intrusted it to the hands of his Deputy, Samuel P. Bates.

Dr. Bates was deputy State Superintendent during both Burrowes' and Coburn's administrations. He was born in Massachusetts, and graduated at Brown University in 1851. Coming to Pennsylvania in 1852, he was for some time tutor in the family of Edgar Huidekoper, of Meadville. He then became in succession Principal of the Meadville Academy, County Superintendent of Crawford county, and Deputy State Superintendent. Subsequently, he compiled for the State the voluminous *History of the Pennsylvania Volunteers*. Dr. Bates had instructed classes of teachers while in charge of the Meadville Academy, and later wrote "Institute Lectures," and other works on education, so that he was thought to be specially qualified to visit schools and give needed professional advice to teachers and Superintendents. His work in this regard extended to almost every county in the State. During the year 1862, he spent some weeks at a Gymnasium in Boston, fitting himself to introduce at teachers' institutes improved methods of physical training. He also visited the leading New England Colleges, that he might obtain information for use at home. Although a clerk was added to the Department force in 1861, the work in the office was still too heavy to spare the services of the Deputy Superintendent. The demand for work outside was still more imperative, and in the emergency, the Deputy Superintendent was made "Traveling Agent," and an officer was appointed to take his place in the Department, to be paid by the voluntary contributions of his fellow-officials, until such time as the Legislature might be pleased to make the needed appropriation. As Traveling Agent, Deputy Superintendent Bates, during the year 1863, inspected the schools of a number of the large towns of the State, and

visited many Colleges, Normal Schools, Academies, and Female Seminaries. The results of his observations were published in a series of articles in the *School Journal*, and in the State report for that year. The extent of his labors appears from the statement that he traveled during the year in the discharge of his duties eight thousand miles, delivered one hundred and twenty-two addresses, and visited one hundred and forty-eight schools. When Coburn became the head of the Department, Bates resumed his place at the desk, but he continued to perform much of the out-door work of the Department as before.

Charles R. Coburn, by the appointment of Governor Curtin, became Superintendent of Common Schools on the first Monday of June, 1863. Mr. Coburn was born in a log cabin, in Bradford county, in 1809. He had no advantages of education except those obtained in a rudimentary country school. He taught school at Owego, New York, in 1827, at eight dollars a month. Disposed to make teaching a business for life, he commenced about this time, without assistance, a course of study in the higher mathematics and in other branches. He was an assistant teacher in Owego Academy in 1837; was present at the organization of the New York State Teachers' Association in 1845, and was elected President in 1848; became one of the editors of the *New York Teacher* in 1852, and at the same time acted as Principal of Binghamton Academy; assumed charge of the Normal and Mathematical department of the Susquehanna Institute in his native county in 1854, and three years later was commissioned County Superintendent of that county. While serving as County Superintendent, he was elected President of the Pennsylvania State Teachers' Association. Mr. Coburn was the first professional teacher placed at the head of the school interests of the Commonwealth.

Superintendent Coburn was an honest, hard-working, pains-taking man, and a devoted friend of public education; but he was too cautious to assume great responsibilities, and distrusted his own abilities too much to be a leader. He preferred hiding from an enemy rather than fighting him, and never risked a battle, if he could help it, where there was a possible chance for defeat. His teaching and ideas of teaching were the best of an old-fashioned kind; naturally conservative, and mechanical in his methods, the so-called modern improvements in the profession had little of his support or sympathy.

While the new Superintendent was settling himself to work in his Department, the Confederate forces under Lee, flushed with victory, had invaded Pennsylvania and were approaching Harrisburg. The danger to the Capital was deemed so threatening that he shipped, June 16th, the books and records in his care to Philadelphia, where they remained until after the battle of Gettysburg and the enemy had left the State. This was but the beginning; the effects of the war seriously disturbed the working of the Department during the whole term.

The State school reports for 1863, 1864 and 1865, are exceedingly plain documents, without a single striking feature. They contain carefully compiled statistics for the respective years, faithful accounts of the work that had been done in and out of the Department, and some business-like comments upon such features of the system as seemed to attract attention; but this is all. Their spirit is wholly negative. No improvements to the system of any moment are suggested, no legislation of importance is asked for, no advance-ground is pointed to as the object of a campaign, no call is made upon the educational forces of the State for a forward movement in any direction. This conservative policy was without doubt partly owing to the terrific struggle then at its height, which taxed the energies and resources of the State and the nation to the exclusion of all other objects, however meritorious.

Little legislation of moment took place during Superintendent Coburn's term. A clause in the appropriation bill of 1863 provided that the money appropriated to common schools should be distributed to the different districts in proportion to the number of children attending school, instead of in proportion to the number of taxables, as had been previously the case. The Department found the new basis so unreliable that action in making the distribution was delayed until the meeting of the Legislature of 1864, when at its instance the old basis was restored. In 1864, a bill providing for the establishment of District School Libraries became a law. It was prepared by Ex-Superintendent Burrowes. The law still continues in force; but as it confers no power to raise money for the purchase of books, it is almost wholly inoperative. At the same session, an Act called the General Bounty law was passed, requiring school directors under certain circumstances to levy, assess and collect a tax to pay bounties to volunteers. As the purposes of this Act had no connection with school affairs, and in some localities it was very

unpopular, the attempt to enforce it did much to injure the system, by introducing into school boards confusion, controversy and party spirit. Several boards were broken up in consequence, and the schools of their districts remained closed.

A supplement to the school law was prepared by the Department in 1865, and without important changes passed the Legislature. Its design was merely to perfect certain details of the system. The most important amendment was a section defining the character of the returns to be made in the election of County Superintendents, and providing a mode of making objections to the issue of a commission to these officers; and a section fixing the age at which a child could be admitted to a common school at six instead of five years. By a further supplement the holding of District institutes, obligatory under the Act of 1862, was left to the discretion of boards of directors. This was a backward step, as Superintendent Coburn himself, in his report for 1863, stated that the Act of 1862 had quadrupled the number of District institutes. Of the change the Editor of the *School Journal* thus spoke feelingly: "At any time this would have been deplorable, for it is the first retrograde step that has marred the history of our State system of education; but at the present juncture, when better teachers are everywhere needed, and therefore when every means of improving teachers should be cherished and promoted, to strike down this generally admitted good mode, at the requirement of unwilling Superintendents, hostile boards, and unimproving teachers, does seem to be anything but loyalty to the system."

During the whole of Superintendent Coburn's term, matter interesting to school officers and teachers continued to appear in the official department of the *School Journal*; and, in 1865, there was published, under the direction of the Superintendent, a revised Digest of School Laws, based upon the Digest of 1862, but in pocket size, a form that proved very convenient. The following, from the report of 1864, presents a summary of the work for that year both in and out of the Department: Letters written and recorded, one thousand one hundred and thirty-four; letters written but not recorded, eight hundred and thirty-one; the usual number of blanks, circulars and reports, prepared and forwarded; institutes attended by the Superintendent and Deputy in thirty counties, and seventeen thousand four hundred and forty-five miles traveled by these officers in the discharge of official duties. The other years

of the term were not less exacting in labor. Notes of the institutes attended and of the schools visited, from the pen of the State Superintendent, frequently appeared in the columns of the *School Journal*.

Mention must now be made of the leading educational events occurring from 1857 to 1866, which were not directly connected with the School Department.

The second election of County Superintendents took place May 4, 1857. The office was still far from being popular with many of the conventions of school directors which were called to fill it; but they understood much better than at the first election, three years previous, the character of the duties to be performed and the qualifications needed in a Superintendent. Of the Superintendents elected, fourteen were of those first commissioned, and thirty-one of the sixty-four were entirely new to the office. Forty-eight of those chosen were practical teachers; but, though a strong disposition was manifested to exclude candidates from other professions, ten clergymen, three lawyers, and three doctors, found a way to secure an election. Most of these, however, had at one time been engaged in teaching; and several of them, when elected, had charge of schools. In the list were to be found the names of tried and experienced men like Good, of Berks; Shelly, of Cumberland; Ingram, of Dauphin; Gibbons, of Fayette; Bollman, of Indiana; Kluge, of Lebanon; Detrick, of Monroe; Acker, of Montgomery; Reimensnyder, of Northumberland, and Krewson, of Schuylkill. Of the new men subsequently well known to the school and other interests of the State, may be named Charles R. Coburn, of Bradford; William H. Johnson, of Bucks; S. B. McCormick, of Cambria; Franklin Taylor, of Chester; Samuel P. Bates, of Crawford; Charles W. Deans, of Delaware; Charles R. Early, of Elk; John S. Crumbaugh, of Lancaster; Calvin W. Gilfillan, of Mercer, and J. R. McAfee, of Westmoreland. No doubt the statement of Superintendent Hickok is correct, that "there was more good material and better qualifications thrown into the office than at any former period." Besides, the salaries were more equalized, and increased in the aggregate \$9,608.50.

Of the election of County Superintendents in 1860 and 1863, it needs only be said that there was an increase in the professional ability and experience of the men chosen to the office, and a small advance in the average salary, the amount voted in 1857 being \$38,870; in 1860, \$39,561; and in 1863, \$40,164. At the election in

1860, only five of the first Superintendents were elected for the third time, Ingram, Gibbons, Bollman, Detrick, and Krewson; but two others, Gordon and Stutzman, came back to the work after being out of it for a term. In 1863, Ingram and Stutzman alone of the old corps remained; but of the new men elected in 1860, and re-elected in 1863, those most distinguished for long and meritorious services to the cause of public education must be named: they were A. T. Douthett, of Allegheny; John S. Ermentrout, of Berks; S. S. Overholt, of Bucks; W. W. Woodruff, of Chester; S. R. Thompson, of Crawford; David Evans, of Lancaster; Henry Houck, of Lebanon; Charles H. Dale, of Venango; W. F. Dalrymple, of Warren; Elias O. Ward, of Wayne, and S. S. Jack, of Westmoreland.

Conventions of County Superintendents were held at Reading, in July, 1857; at Harrisburg, in January, 1864; and at Pittsburgh, November, 1864. Hickok called the Convention held at Reading, and Coburn those held at Harrisburg and Pittsburgh. No Convention of Superintendents was held during the last two years of either Hickok's or of Coburn's administration; and Burrowes, for some reason, deemed it inexpedient to call one at any time. At Reading, fifty-eight of the sixty-four Superintendents were in attendance. Superintendent Shelly presided. The State Superintendent thus sums up its work in his annual report:

Two days were closely occupied by instructive and valuable reports on the object and best method of conducting teachers' examinations; the annulment and renewal of teachers' certificates; district institutes; county institutes; uniformity of text-books; graded schools in town and country; voluntary efforts for the improvement of schoolhouses and grounds, together with profitable discussions of numerous other matters of practical importance connected with the duties of County Superintendents and the interests of the school system.

About fifty Superintendents attended the Convention at Harrisburg; Superintendent Evans was elected President, and the proceedings were very spirited and interesting. The questions most earnestly discussed were those relating to teachers' certificates, the improvement of teachers, educational statistics, parental coöperation, institutes, increase in the school term, and decrease in the number of directors. Governor Curtin read a stirring speech, and addresses were delivered by Messrs. Burrowes, of the *School Journal*, Wickersham, of the State Normal School at Millersville, and Cooper, of the State Normal School, at Edinboro. But nineteen

Superintendents attended the Convention at Pittsburgh; Superintendent Thompson presided, and although somewhat discouraged by the smallness of their numbers, those present continued in session three days, and faithfully transacted the business that had brought them together. The Convention favored a modification of the law establishing District institutes, a change in the mode of fixing the salaries of County Superintendents, and a greater uniformity in text-books; but most of its time was occupied in considering practical questions connected with the work of superintending schools.

Annual reports from the County Superintendents were regularly published in the State report during the nine years under review. They contain a detailed history of the educational events transpiring in the several counties. They give descriptions of school-houses, school grounds, school furniture and apparatus, pointing out deficiencies, and making mention of every step in the way of improvement; they speak of the schools, their grade, their classification, the branches taught, the books used, and the methods of instruction practiced, noting always the changes made for the better; they report the result of the examination of teachers, mentioning their age, the extent of their professional education, the length of time they have taught, the grade of certificate held, their success or failure in the schoolroom, and the efforts they are making for improvement; they enumerate the teachers' institutes and other educational meetings held in the several counties, and are careful to note all signs of progress; they introduce the school boards, and are glad to tell when they perform their duties well according to law, furnishing the best facilities for instruction within their means, employing good teachers and paying them fair salaries, grading their schools when practicable, visiting them regularly, and doing all they can to promote the cause of free schools in their districts; they note the condition of public sentiment respecting education, rejoicing at every indication of improvement, and welcoming every encouraging word from influential citizens, and from press and pulpit; they give an account of their own work, the miles traveled, the teachers examined, the schools visited, the institutes held, the addresses delivered, the time employed in instructing teachers, the articles written for magazines and newspapers; nor are they backward in speaking of the opposition met with, the hindrances that stand in the way of progress, and the means best calculated to

advance the cause in which they are engaged—all this and more may be found in the story told year by year in the reports of such County Superintendents as loved their work, and were competent to perform it. This long series of reports may seem to the casual reader monotonous, to continually repeat themselves. Not so; they show the movement, fast or slow, by which our great scheme for the education of the whole people perfects itself, lifting with it as it does, the whole social fabric. Dull eyes only cannot see it.

The Normal School movements, that had been started by the operation of the County Superintendency, began to ripen and multiply after the passage of the Act of 1857. That at Millersville adapted itself into conformity with the Act, and was officially recognized as the first of our State Normal Schools during the administration of Superintendent Hickok, in 1859. Those at Edinboro and Mansfield followed the example and became State Normal Schools, under the law, in 1861 and 1862, respectively, while Superintendent Burrows was at the head of the Department. There were movements of the same kind at other places, but although they accomplished much good, they were either later in reaching maturity than the institutions named, or their strength was insufficient to enable them to mature at all.

The reports of the Normal Schools began to appear regularly in the State reports as soon as they formed an official connection with the common school system. The first Millersville report, 1859, states that the cost of the grounds, buildings and equipment of the school was \$60,000, and the number of students in attendance four hundred. In the second report, 1860, the Principal thus defines the method of teaching in a Normal School as compared with that in institutions for general education: "More attention is paid to the logical relations of the several parts of each branch of study, and of the several branches of study to one another. All pupils are well instructed in the elements of knowledge, before entering upon the study of the higher branches. Pupils are required not only to know thoroughly what they study, but to explain it in concise, clear and methodical language." He also states that instruction in the science and art of teaching, at Millersville, consists, in addition to school economy and school government, of a course upon "the nature of the several branches of study and the methods of teaching them," and a course upon "the nature of the human powers and faculties, and the means and methods of their culture."

This general and technical instruction is supplemented by sufficient practice in the Model School.

In 1861, Edinboro reports an outlay for grounds, buildings and furniture of \$24,000 and an attendance of one hundred and thirty-seven students in the Normal Department. In 1862, Millersville had in the Normal Department four hundred and forty-nine students and Edinboro one hundred and thirty-six. The students in the Normal Department at Millersville, in 1863, were four hundred and seventy-four, at Edinboro, one hundred and ninety. In 1864, Mansfield joins the other two schools, with a report estimating the value of its plant at \$26,700, and giving one hundred and ninety-seven as the number of its students in the Normal Department. During this year Millersville reports five hundred and twenty-nine students, and Edinboro three hundred and forty-nine. In 1865, the three schools reported students in their respective Normal Departments, as follows: Millersville five hundred and sixty-five, Edinboro five hundred and eighty-four, and Mansfield two hundred and forty-nine. The graduates were, Millersville twelve, Edinboro eight. The first State appropriations to the Normal Schools were made in 1861. By 1865, each of the three schools, then in operation, had received \$15,000.

From 1857 to 1866, the State Teachers' Association met at Chambersburg, in 1857; at Indiana, the same year; at Scranton, in 1858; at West Chester, in 1859; at Greensburg, in 1860; at Lewisburg, in 1861; at Reading, in 1863; at Altoona, in 1864, and at Meadville, in 1865. The invasion of the State in 1862 prevented the holding of a meeting for that year. A Western Pennsylvania Teachers' Association was organized at Pittsburgh, in December, 1858, and subsequently held meetings at Pittsburgh, New Brighton and Washington, and then merged with the State Association at Greensburg. In addition, county teachers' associations in from one-half to two-thirds of all the counties, and teachers' institutes in as many or more, kept alive among teachers an interest in their work and did much to promote their improvement. Nor was there a time, while the schools remained in session, during any one of the nine years, when from four to six hundred district institutes were not holding monthly meetings for the purposes of mutual improvement. As an aid to influences of the character just mentioned, there was scarcely a newspaper in the State that did not publish occasional articles on the subject of education, and from one to two score of

them devoted special columns to the discussion of topics relating to schools. But details concerning these agencies must be looked for in another chapter.

The most notable educational events occurring during the period of which we speak, were the legislative visit to the Normal School at Millersville, the educational convention at Harrisburg, in 1862, the formation of the National Educational Association at Philadelphia, in 1857, and its meeting at Harrisburg, in 1865, and the organization of the Soldiers' Orphan Schools, under State authority, in 1864.

To visit an educational institution in a body and in the middle of a session, was a new thing for the Legislature of Pennsylvania. A day was spent by the members at the Normal School, inspecting the buildings, witnessing the recitations, watching the pupil-teaching in the Model School, eating a dinner and making speeches. They seemed to be delighted with the school, and the school was greatly cheered and strengthened by the visit.

The Educational Convention of 1862 met August 5th, in the House of Representatives at Harrisburg. It was called at the instance of the State Superintendent, and it had for its leading object the unification of the varied school interests of the State. The call was addressed to "The Professors and Trustees of Colleges and Normal Schools, the Principals and Assistants of Academies and Female Seminaries, and the Trustees of such as are incorporated, the Principals and Assistants of the High and Graded Common Schools, the teachers of such other common schools as can attend, the directors and County Superintendents of the State, and the active friends of education generally." This invitation was broad, but not broader than the body that responded to it, or the proceedings that took place at the meeting. County Superintendent Coburn presided, and among those who actively participated in the meeting, were leading men of all the classes designated in the call, including in addition to the officers of the School Department, three Presidents of Colleges, E. V. Gerhart of Franklin and Marshall, J. R. Loomis of Lewisburg University, and H. M. Johnson of Dickinson; eight Principals and Professors of Normal Schools; sixteen Principals of Academies, Seminaries, and High Schools; twenty-nine County Superintendents, ten school directors, and thirty-three teachers who were unclassified. During the three days the Convention remained in session, all phases of the

educational question were discussed, and if practical difficulties were found to stand in the way of a unity of interests, there were none that interfered with the flow of good feeling.

The National Educational Association, for many years the largest and most influential body of educators in America, was organized at Philadelphia, August 26th, 1857. The Pennsylvanians who actively participated in the proceedings were State Superintendent Hickok, James P. Wickersham, of Lancaster county, and William Roberts and P. A. Cregar, of Philadelphia. Born in weakness upon our soil, the Association came back to us in strength a few years later. In August, 1865, a three days' meeting was held at Harrisburg. Peace had come, the country was glad, and the stir of the new national life and its promises for the future brought together for conference some hundreds of leading teachers and school officers, from all sections of the Union except the extreme South. Governor Curtin warmly welcomed the visitors to the State, the citizens of Harrisburg entertained them at a splendid banquet, and an excursion was given them to the battle-field of Gettysburg, still roughly scarred with the dreadful marks of the recent struggle. As a return for this hospitality, a Pennsylvanian, James P. Wickersham, was made President of the Association. Mr. Wickersham had read one of the principal papers laid before the Association on the timely topic, "Education as an Element in the Reconstruction of the Union."

In another place will be told the story of the Pennsylvania Soldiers' Orphan Schools—how thousands of children, orphaned and left destitute by the war, were gathered into schools and maintained and educated until able to care for themselves. Here it need only be said that the first steps in this good work were taken in 1864.

Better than any other one thing, the work of grading schools measures the progress of our system of public instruction. When this work stops, progress in all directions stops; and when it advances, it is sure to carry with it an advance of the whole line. In a few favored localities the common schools were graded soon after the adoption of the system. All of the State Superintendents noted movements of this kind and commended them. Under the law of 1854, increased effort was made to grade the schools in many cities and towns, and even in some rural districts. Superintendent Hickok, in his report for 1857, stated that the number of

graded schools in forty-eight counties was eight hundred and eighty-five. This would indicate about a thousand in the State outside of Philadelphia. In his report for 1858, he speaks of the new "Union" or Graded School buildings in Pittsburgh, Erie, Reading, Williamsport, Harrisburg, Washington, Norristown, Warren, Lock Haven, New Castle, Lewisburg, Scranton, Hyde Park, Allentown, Easton, Chambersburg, Pine Grove, Minersville, Trenton, Gettysburg, and North Lebanon, as "admirable illustrations of the improvement in school architecture during the last few years." Similar buildings, he said, were in course of erection at Greensburg, Bedford, Providence, and other places. A year later he announces as the beginning of a promising movement, the establishment of rural graded schools in Allegheny district, Armstrong county; Penn district, Berks county; Wells district, Fulton county; East Donegal district, Lancaster county, and Jenkins district, Luzerne county. To Hickok's list of towns where new buildings for graded schools had been erected, Burrowes, in 1860, adds the following: Beaver, Doylestown, Mauch Chunk, Phoenixville, Marienville, Indiana, Mercer, Milton, Freeport, Amity, Salona, Perrysville, Mattertown, Monroe Valley, and Catasauqua.

The most important school statistics of the State, outside of Philadelphia, from 1857 to 1866, are included in the following table:

Year	Districts	Schools	Term	Teachers	Salaries, Males	Salaries, Females	Scholarship	Appropriations	Expenditures
57	1,688	10,956	5 mo. 1 d.	12,474	\$24 00	\$16 60	541,247	\$231,500	\$1,754,215 49
58	1,709	11,281	5 mo. 8 d.	12,828	24 25	17 22	569,880	280,000	1,943,007 16
59	1,755	11,485	5 mo. 10 d.	13,058	24 36	17 79	575,251	280,000	2,103,294 28
60	1,778	11,577	5 mo. 10 d.	13,003	24 12	18 11	585,669	280,000	2,100,574 36
61	1,788	11,910	5 mo. 12 d.	14,297	25 68	19 71	596,765	280,000	2,155,685 50
62	1,808	11,990	5 mo. 10 d.	14,380	23 81	18 55	615,087	308,000	1,955,316 04
63	1,800	12,161	5 mo. 9 d.	14,442	23 94	18 56	634,499	303,625	2,143,363 88
64	1,825	12,566	5 mo. 12 d.	14,668	25 42	20 16	637,785	316,825	2,396,409 00
65	1,837	12,547	5 mo. 14 d.	14,286	31 82	24 21	629,587	316,825	2,775,484 06
66	1,863	12,773	5 mo. 15 d.	14,841	34 34	26 31	649,519	354,436	3,266,509 00

* By a different method of calculation, the terms for the years 1857, 1858, 1859, 1860 and 1861 were made, respectively, 5 mo. 13 d., 5 mo. 5½ d., 5 mo. 2 d., 5 mo. 5½ d., and 5 mo. 7½ d. They are given in the table as calculated by a method adopted in 1862, and subsequently followed.

These statistics show that not only did the doors of the public schools remain open during all the troubled years of this period, but that the system continued to grow. There was, during the nine years, a decided advance even in such vital matters as the length of school term and the salaries of teachers. Had these years not been at first years of severe financial depression, and afterwards years of terrible war, the advance in all respects would doubtless have been

much greater. With four hundred thousand of our best men in the field, with every branch of industry palsied by the drain of men and money, with the armies of the enemy constantly threatening our borders and once offering pitched battle upon our soil, the wonder is that schools could be sustained at all, much less make substantial progress.

More teachers entered the army, in proportion to their numbers, than of any other profession or class of our people. Superintendent Coburn, in 1864, estimated that more than three thousand teachers had turned soldiers, or nearly one-half of all the male teachers in the State. Of these, he stated, two were colonels; three, lieutenant colonels; three, majors; twenty-five, captains; thirty-five, lieutenants, and thirty-eight, non-commissioned officers. In 1863, the Confederate forces reached the Susquehanna, opposite Columbia, and the smoke of the burning bridge, that spanned the river at that point, could be seen plainly from the State Normal School at Millersville. The school was immediately closed, and a call was made for soldiers. In less than two weeks, a regiment, enlisted for ninety days, and including more than a hundred students and teachers of the school, was armed and equipped at Camp Curtin, and ready to march. Under the command of the Principal, who had become a Colonel, with thousands of citizen-soldiers like themselves, it followed the enemy, who had been beaten at Gettysburg, to the Potomac. In 1861 and in 1863, the school buildings at Harrisburg were used as hospitals, and filled with wounded soldiers. A year later Chambersburg was destroyed by fire. The border counties suffered terribly from repeated raids. In the face of all this, though greatly disturbed, the schools were still maintained; and, as a whole, not only suffered no backward step, but made a record of which we may well be proud, as the cold statistics show.

CHAPTER XXV.

AN ERA OF GROWTH, 1866 TO 1881.

WICKERSHAM SUPERINTENDENT. DEPUTY SUPERINTENDENTS HOUCK,
CURRY, LINDSEY.

WE have reached the year 1866. The war was over. The armies had been disbanded. The industries of peace had begun to flourish anew. The nation seemed about to take a fresh start in life. Business interests of all kinds betokened a stir, and a strength unknown before. It was the forces generated in the recent struggle turned into new channels. With this material development, there came such a quickening of intellectual activity, and such a breaking up of the old conservative crust that had long obstructed all educational progress, as to give a promising outlook for the future of school affairs. A well-directed forward movement seemed certain to succeed. The iron was hot, and only waited for the timely stroke.

Governor Curtin offered the appointment of Superintendent of Common Schools to James P. Wickersham, of Lancaster county, in the Spring of 1866. The offer was accepted, with the understanding that the appointee would not be required to vacate the principalship of the State Normal School at Millersville, the position he then occupied, until the end of the school year in September. An arrangement was accordingly made by which Superintendent Coburn should remain at the head of the Department for a few months beyond the expiration of his term, and afterwards be retained as Deputy Superintendent. Wickersham assumed full charge of the Department on the first day of November, and continued, through successive appointments by Governors Geary, Hartshoff and Hoyt, to discharge the duties of the place until April 1, 1881, a period of fourteen years and five months.

James P. Wickersham was born in Newlin township, Chester county, in the year 1825. He was of the fifth generation in direct descent from Thomas Wickersham, who settled, in 1701, on a tract of a thousand acres of land in East Marlborough township, Ches-

ter county, deeded in England, in 1682, to his father-in-law, Anthony Killingbeck, by William Penn, and by Killingbeck to Wickersham and his children in 1700. The Wickersham family came from the parish of Bolney, in the county of Sussex, England. The name, however, is undoubtedly of Saxon or German origin.

James, the subject of this sketch, attended the first common schools opened in his neighborhood, and studied the sciences, Mathematics, and the Latin and French languages, at the Unionville Academy. His degree of A. M. was conferred by Washington College, and his degree of LL. D. by Lafayette. He commenced teaching at the age of sixteen; became Principal of the Marietta Academy, Lancaster county, in 1845; was elected the first County Superintendent of that county in 1854; opened the Normal School at Millersville, in 1855, mainly as a school for the teachers of the county, guided it through its several stages of development until it became a State Normal School in 1859, and remained at its head with the exception of one session, that of 1855-6, until the time of his appointment as State Superintendent. If professional experience can be considered a criterion, he was well prepared for his new duties. His services as a teacher in the common schools, as the head of an Academy and a Normal School, and in the office of County Superintendent, had covered about the whole field of the labors of a State Superintendent. Besides, he had been largely engaged in giving instruction at teachers' institutes and in writing articles for the press on educational subjects. No one in the State had enjoyed better opportunities of being advised concerning the condition of education or the significance of educational movements. He had helped organize the Lancaster County Educational Association, and was its second President in 1853; had helped organize the State Teachers' Association, and was its fourth President in 1855; had helped organize the National Educational Association, and was its seventh President in 1865. His books entitled "School Economy," and "Methods of Instruction," treating of the science and art of teaching, had at the time a large general circulation, and were in use as text-books in nearly all the institutions throughout the country established for the training of teachers; and they have since been translated into the Spanish, French, and Japanese languages, and are largely read in countries where these languages are spoken. Shortly after he left the office of State Superintendent, he was appointed by the President of the United

states, in part as a recognition of his educational services, Minister of Denmark.

The new State Superintendent was quick to see the grand opportunity the times afforded for an advance movement in behalf of education, and he determined at once to make ready all the forces at his command, and to push them forward with the utmost vigor and dispatch. The story of what was accomplished is to be told, but it may be said in advance that never before was there a time in the history of the State when such rapid progress was made in the development of our system of public education, as during the years of the Wickersham administration. In many respects the advance in these years was as great as during all the preceding years the system had been in operation. The yearly expenditures for school purposes were well nigh trebled, and more money was spent for schoolhouses in the single year of 1871 than was spent for a similar purpose during the twenty years from 1835 to 1855, and two-thirds as much as during the succeeding ten years from 1855 to 1865. The amount paid for school supervision was much more than doubled; graded schools increased at the rate of about two hundred a year; the State appropriation to common schools went up from a little over \$350,000 to \$1,000,000; teachers' salaries were advanced thirty-three per cent., and the average length of the school term increased two-thirds of a month. Every muscle and nerve of the system felt the stir of a new life. And Pennsylvania, long considered as a backward State in school affairs, came to be considered all over the country as a leader in the great work of popular education. It was an era of growth, and as such it is a period of great interest in our educational history.

The annual report for 1866, containing the statistics for the year and an account of the working of the system, was in such a state of forwardness when Superintendent Wickersham took his place in the Department, that he thought best to publish it without change; but in connection with it he presented a report of his own, in which he named the four directions in which he proposed to push forward at once the work of school reform. These were: the better grading of the schools, more complete supervision, increased provision for improving the qualifications of teachers, and greater efforts to awaken popular interest in education. The existing deficiencies in these respects were pointed out, and earnest words were used in urging attention to the means necessary to bring about a change

for the better. "Much," he said in the closing paragraph on the subject, "ought to be accomplished in awakening public attention to the work we have in hand, with the force at our command, if all prove good soldiers. We have sixty-five County Superintendents, over eleven thousand directors, and sixteen thousand teachers; and this great army, fighting in a cause which aims to effect an end so beneficent as that of the education of a whole people, cheered onward by all good men and smiled upon by Heaven, ought to be invincible. Once convince the people that it is their interest, their honor and their glory to have good schools, and the victory is won."

The most prominent feature of this report, however, was a classification of all the educational institutions in the State, including those of a charitable character, and the presentation of a plan for bringing about a closer union among them. This plan contemplated the enlargement of the Department of Common Schools, with, in addition to the work then entrusted to it, certain powers and duties respecting Colleges and Academies and other literary and scientific institutions, which thereafter were to be incorporated into a comprehensive system of public instruction, without losing any of their chartered privileges or religious preferences, and to receive State aid. All institutions of a charitable character, supported wholly or in part by appropriations from the State, such as the Institutions for the Deaf and Dumb, Blind and Feeble-Minded, the Hospitals for the Insane, the Houses of Refuge, and the Schools and Homes for destitute orphans or friendless children, were also to be subject to its inspection, and to a proper extent under its control. The idea was that of a great central office, acting for the State in carrying into effect and making efficient its policy in regard to educational, correctional and charitable institutions, and thus unifying and harmonizing the whole, and making each helpful to the others. The plan was not adopted as its author proposed but it was not without influence in promoting good feeling among all classes of educational workers, and did much in leading the way to the establishment of the Board of State Charities, in 1869. The spirit with which it was advocated appears in the following sentences from the report: "We must have union and harmony among those who are striving to reach the same goal. We must move upon the strongholds of ignorance in solid column, not in broken detachments. The cause of education suffers from clashing inter-

and divided efforts in its behalf. Our common schools do not list as fully as they deserve the sympathy of educated men. Our youth, by hundreds, are going out of the State for an education which they ought to receive at home, and our Colleges and Academies are attracting comparatively few students from abroad. Our praiseworthy institutions, which have in many respects common aims and common interests, have not, as at present managed, any system of communication or bond of union. There must be a new awakening. Pennsylvania has a giant's power; it must be evoked."

In all, Superintendent Wickersham issued fifteen volumes of common school reports. Each volume contained the school statistics for the year, statements of the results attained and the work done, progress, suggestions for the improvement of the system, and commendations to the Legislature; but, like the report for 1866, the reports for all the remaining years gave prominence to some practical educational topic, the discussion of which was believed to be at the time specially called for. No attempt will be made even to summarize what was said in these reports, covering, as they well may do, the whole ground of public education, as understood when they were written, but to fix their place in history, an enumeration of the leading features of their contents cannot be omitted.

1867.—The educational condition of the inmates of our penitentiaries, county jails, and poor-houses, showing that ignorance is a fruitful source of crime and poverty. The relation of education to wages in manufacturing establishments, making clear the fact that the best educated among the employees receive the highest salaries.

1868.—The State in relation to higher education. The proposed bill for the incorporation, recognition and support of Colleges.

1869.—An exposition of the Pennsylvania public school policy: the direction, the Superintendency, teachers' examinations and certificates, courses of study, uniformity of text-books, attendance at school, school revenues, and school buildings.

1870.—Professional instruction. This want only partially supplied by the Normal Schools. Competitive examinations for the Normal Schools at West Chester and Annapolis. The proper aims of a system of public schools.

1871.—Reconstruction and broadening of the School Department. Questions concerning the education of truant, vagrant and neglected children. Better provision for higher education.

1872.—The provisions concerning education which our State Constitution ought to contain. Education and labor.

1873.—General survey of the condition of education in the State. Work needed below the common schools. Work needed above the common schools. What is being done for technical education.

1874.—Education under the new Constitution. State uniformity of text-

books. A revised course of study for the common schools. The results of nine years of work as State Superintendent.

1875.—Preparation for the Centennial Exposition. Sanitary condition of our schools. Education for work. Is the school system in danger? The school as an agent in moral reform.

1876.—Education at the Centennial Exposition. The State exhibit. Foreign exhibits. Lessons for Pennsylvania.

1877.—Practical suggestions concerning the revision of the school laws, the school organization of cities, free text-books, Normal Schools, the election of Superintendents, High Schools, children out of school, and education for work. This is a volume of nearly a thousand pages, containing a local history of education in the State, written by the County City, and Borough Superintendents, under the direction of the School Department.

1878.—Education in Europe. Personal observations made by the State Superintendent on schools and school systems abroad. What other nations are doing for industrial education.

1879.—The statistics for the year. The Legislature not in session.

1880.—Education and crime. The problem of non-attendance at school. Children in poor-houses. The proposed bill concerning the education of neglected children.

The County Superintendency, professionally elevated and increased in efficiency by the Act of 1867, and strongly reinforced by the City and Borough Superintendents, had never done so much to improve the schools and to form a right public sentiment on the subject of education as during the years from 1866 to 1881. The triennial conventions of directors began to demand higher qualifications for the office, and with a fair degree of liberality, they voted increased salaries every time they met. Such came to be the strength of the office that, in 1878, during the progress of the bill through the Legislature, fixing the salaries of the County Superintendents by law, with an opportunity of striking it a blow that would have been seized with avidity in previous years, not a hand was raised in hostility. The reports of County, as well as those of City and Borough Superintendents, appear regularly in all the reports of the School Department. They contain a mass of information concerning every matter of educational interest in the several localities. No one can read them without wondering at the astonishing growth that was taking place. The State seemed alive with an educational interest unknown before.

Meetings of Superintendents were held at Harrisburg, in December, 1866; in July, 1868; in July, 1869, and in June, 1871. In the summer of 1873, for the purpose of a closer and more careful consideration of the school affairs of the different localities, conferences of the State school officers and the Superintendents were held in

various parts of the State, as follows: City and Borough Superintendents, at Harrisburg, May 20; County Superintendents, at Reading, May 30, at Harrisburg, June 3, at Williamsport, June 5, at Pittsburgh, June 11, at Franklin, June 13, and at Scranton, June 24. In 1874, the Superintendents held meetings at Shippensburg between the sittings of the State Teachers' Association. Four days were spent in convention by the Superintendents, at Harrisburg, in April, 1877. Eighty-three out of the ninety-one Superintendents met again at Harrisburg, in April, 1880. Special sessions were held by the two classes of Superintendents in the mornings, but in the afternoons and evenings both united in their deliberations. Never before had a body of educators so able and so earnest met in Pennsylvania. As compared with the members of the first convention of Superintendents that met in Harrisburg twenty-six years before, there had been a remarkable growth in a knowledge of the duties of the office, and in professional skill and spirit. To one who witnessed the proceedings of both, it was as the faint dawns of the morning to the full breaking of the day. At this convention were present W. W. Woodruff, who, after having served Chester county three terms, was now in his second term in Bucks; Jesse Newlin, who had been Superintendent in Schuylkill for nearly eighteen consecutive years, and Reuben F. Hofford, who had looked after the schools of Carbon for the same length of time; D. H. E. La Ross, who had been elected four times in Dauphin, and A. D. Glenn, of Armstrong, B. F. Shaub, of Lancaster, J. O. Knauss, of Lehigh, T. F. Gahan, of Lycoming, W. H. Curtis, of McKean, B. F. Reasley, of Northampton, and A. S. Burrows, of Union, each almost at the end of his third term. Aaron Sheeley, of Adams, should be classed among those who had served longest, but was absent. These were veteran County Superintendents. The average experience was even greater among the City and Borough Superintendents. W. W. Cottingham had, with rare professional ability and tact, supervised the schools of Easton under the law of 1867 and under special laws previously for twenty-eight years, and H. S. Jones, of Erie, George J. Luckey, of Pittsburgh, B. F. Patterson, of Pottsville, R. K. Buehrle, of Reading, but formerly of Allentown, and W. H. Shelley, of York, had all filled, with great acceptance, the office of Superintendent, from the time the law of 1867 had gone into effect in the several cities and boroughs in which they resided. With these were united in counsel others less experienced,

but of equal ability and zeal. Devoted as all were to this work, it is not too much for an impartial historian, much less for a co-laborer and friend, to say that Pennsylvania owes a heavy debt of gratitude to the faithful officers whose names have been mentioned, and she can honor none who have aided in building up her great system of public instruction, without honoring them.

Of the school legislation between 1866 and 1881, the first as well as the most important enactment was the law of 1867. This law, though passed without a serious struggle, was scarcely less valuable in its results upon the school interests of the Commonwealth than the law of 1854. The bill was prepared in the School Department, and pushed through the Legislature by its influence.

The first section of the Act provides that boards of school directors shall have the right of eminent domain in the selection of sites for the erection of schoolhouses. A section to this effect in the Act of 1854 was stricken out in the Senate. Subsequently, a special law was passed, giving the right to the school boards of the counties of Chester and Delaware; and at different times this law was extended to the counties of Allegheny, Mercer, Cambria, Indiana, Jefferson, Pike, Westmoreland, Crawford, Wayne, Erie, Fayette, Warren, Potter, and Susquehanna. It was now made general. No law could have been more opportune. The State was about to enter upon an era of schoolhouse building. Nearly twenty millions of dollars were to be invested in this way within the next ten years; and, thanks to the law, it was no longer necessary to pay an exorbitant price for land upon which to erect a schoolhouse, or to be forced to occupy for the purpose an unsuitable location. The law made it feasible to choose an eligible site for every schoolhouse in the State.

The second section made Teachers' Institutes obligatory in all the counties of the Commonwealth, and required aid to be extended to them from the respective county treasuries in proportion to attendance, but between the limits of sixty and two hundred dollars. Such a law was enacted for Chester county in 1855, and in subsequent years it was in substance extended to the counties of Lancaster, York, Schuylkill, Westmoreland, Perry, and Indiana. With some modification, it was now made to apply to the whole State. The result was that while, in 1867, under the loose voluntary system that prevailed, only 3,954 teachers attended the County Institutes, in 1868, under the new law, the number in attendance

elled to 10,286. In 1880, it reached 16,847. The measure of improvement was quite as great in organization, in efficiency, in professional spirit and popular interest, as in the increase of numbers. To make these educational bodies still more useful, and to extend their influence, the State Superintendent suggested that one day of the week of the Institute be set apart for school directors, and be called "Directors' Day." This suggestion was generally adopted, and it became a common thing on the day appointed to meet from fifty to a hundred of these officers engaged with the teachers in considering questions about schools, of mutual concern. It is safe to say that the Teachers' Institutes of Pennsylvania, under the law, and in the spirit with which it was carried into effect, have been unequalled in attendance, in the character of the instruction given, and in their influence for good, by those of any other State in the Union.

Another section provided for the election of City or Borough Superintendents of schools, in cities and boroughs containing ten thousand inhabitants. In subsequent years, as the office proved its value, the ten thousand inhabitants at first required was reduced to seven thousand, and later to five thousand. The law was not obligatory, but the inducement was held out to the cities and boroughs forcing it, of exemption from the payment of any part of the salaries of the County Superintendents. Thus it was left to recommend itself, and to go into operation upon its own merits. The necessity, however, was so strongly felt for a supervision of schools that would not only be able to examine teachers and make widely-separated visits to schools, but fix grades, arrange classes, plan courses of study, exemplify methods of teaching, and look after admissions and transfers, that within a few months after the passage of the law, Easton, Meadville, and Erie elected Superintendents. Their example was soon followed by Allentown, Pittsburgh, Scranton, Williamsport, Altoona, Chester, Harrisburg, and Pottsville.

In 1870, there were fourteen cities and boroughs that had elected Superintendents; in 1876, twenty-four; in 1881, thirty-three, and in 1884, forty-two. The average salary of a Superintendent in the cities and boroughs is considerably more than the average salary of a Superintendent in the counties, his tenure of office is longer, and his influence fully equal upon the school interests of the Commonwealth. Before the passage of the law of 1867, there had been officers called Superintendents, elected by the school boards, in

Easton, Pottsville, Scranton, Lancaster, Reading, and Erie; but nowhere except in Easton were they exempt from the jurisdiction of the County Superintendent, or free to perform any duties other than those they discharged as the agents of the directors. In Easton, the Superintendency has an interesting history. It began with the District Superintendency under the law of 1843. Directly after the passage of the law of that year, Rev. John P. Hecht was elected District Superintendent. He was followed by others, and in 1853, W. W. Cottingham was elected. When the District Superintendency was abolished by the law of 1854, Easton continued the office without any formal enactment until it was legally restored in 1856, by a provision in the borough charter. A special law was passed in 1866 for the borough of Easton, establishing the office of Borough Superintendent of schools, and defining his duties and qualifications. This Easton law was made the basis of the law of 1867, and thus a link is found that connects the City Superintendency of the present with the District Superintendency of the past.

An important change was made in teachers' certificates by the law of 1867. It was enacted that no teacher could thereafter receive a certificate who did not possess "a fair knowledge of Orthography, Reading, Writing, Geography, English Grammar, Mental and Written Arithmetic, the History of the United States, and the Theory of Teaching." This was a great advance upon the old "Provisional Certificate," which, though it had outlasted its usefulness, was still granted, much to the detriment of the system, to persons having the merest elementary knowledge of Reading, Writing and Arithmetic. The History of the United States was added as a new branch, on the ground that no person is qualified to teach a school who does not know something of the history of his own country. It was not expected that many teachers could at first pass an examination in the Theory of Teaching, or even that many Superintendents would be able to conduct such an examination; but it was thought that the time had come when all concerned in the work of education should commence the study of the foundation principles of their profession. There was no mistake in the calculation. Both Superintendents and teachers began at once to prepare for the professional part of the examination required by the new Act. Thousands of volumes on Teaching were obtained and read the first year; and wherever, since that time, an efficient Superintendent has labored, there has been a continual growth in professional knowl-

dge among teachers. There is power enough in this single measure to uplift the whole profession, and to keep it moving upward for all the coming years.

It was enacted also that the "Professional Certificates," granted in large numbers in the early years of the Superintendency, to incompetent persons who had long weighed down the profession and logged the system, should be annulled, with the privilege of renewal without a re-examination where worthily held. This work of revision was completed by authorizing the issue of a new certificate of high grade, to be called a "Permanent Certificate," in the granting of which directors, Superintendents, the School Department, and the teachers themselves, have a voice. These changes were radical in their character; they did not go into effect without opposition; but they formed, for the first time, a solid basis for a great profession. Said Dr. Burrowes in the *School Journal*, in speaking of the old forms of teachers' certificates in contrast with the new, "And it is somewhat remarkable that the same officer who devised this then wise expedient, has had, as State Superintendent, the privilege as well as the duty of taking the first effectual steps toward rendering the teacher's certificate what it should be, an evidence of full qualification and permanent standing in a learned profession."

The County Superintendency was a success from the first, in every county where a competent person was elected to fill the office. All the trouble came from the fact that in one-half of the counties men were chosen who did not possess the necessary qualifications. This mistake sadly crippled the office in its earlier years, and at times threatened its very existence. An important section of the Act of 1867 applied a remedy to this evil. Therafter, no one could hold the office of County, City or Borough Superintendent who was not a graduate of a College or a Normal School, or who did not possess a teachers' certificate of high grade. Such a one must also have had "successful experience in teaching within three years of the time of his election." The evidence of these qualifications was to be forwarded to the School Department by the triennial conventions of directors, with the certificate of election; the State Superintendent was made the judge of their sufficiency, and if not found up to the requirements of the law, he was authorized to set aside the election and appoint a competent person to fill the office. The salutary effect of this provision was at once felt throughout the whole State, and the office was at the next election

placed upon a purely professional basis that added greatly to its power for good. Its strengthened hold upon the public was soon shown in a practical way. The Superintendents were not provided by law with offices, in which to transact business; in response to a simple request from the State Superintendent to that effect, suitable rooms were set apart for them by the Commissioners of two-thirds of all the counties in the State.

The law of 1867 also provided a way of securing by the voluntary action of school boards a uniformity of text-books in counties, but its working in this respect proved so unsatisfactory that two years later it was repealed.

In the years following 1867, no legislation was more important than that relating to non-accepting school districts. No compulsory measure was ever used to force the people of Pennsylvania to adopt the common school system. At first it was accepted or rejected by a popular vote. Even after it was made general by the Act of 1848, if a school district was willing to lose its State appropriation, it was not compelled to maintain free schools. Superintendent Wickersham found, in 1866, twenty-three districts, in eleven different counties, with six or seven thousand children of school age, that had refused to put schools in operation under the system. He determined that this blot should be removed, and that these children should be wronged no longer. As a first step, he secured, in 1868, the passage of a law offering to pay any of the twenty-three districts, that would establish free schools within two years, all their forfeited appropriations back to 1860. With this inducement in hand, he opened a correspondence with leading citizens in the recusant districts; prevailed upon Superintendents and prominent public men in the several counties to visit them, hold meetings and discuss the subject, and called the attention of the Judges of the proper courts to the matter, and urged, if possible, the appointment of directors who would enforce the law. These measures were reasonably successful, but the two years expired, and several districts still remained without schools. A supplement was passed, in 1871, extending the time in which a district could open schools and secure its back appropriations. Finally, but a single district, Overfield, Wyoming county, held out against all efforts made to introduce free schools; and it required a personal visit by the State Superintendent to remove the stubborn prejudices of the people. In announcing the fact, in his report for 1874, that the system was

in operation in every district in the Commonwealth, the Superintendent said: "This ends the work in this direction. For the first time in our history, the door of a public schoolhouse stands open to receive every child of proper age within the limits of the State."

One of the unpopular features of the law of 1854, was the minimum school term of four months. The people, however, had gradually grown up to it. In 1872, it was thought the time had come for another step forward in this direction, and the Legislature was asked to make the minimum length of the school term five months. It was done, and though the opposition was so determined in some sections of the State, that a visit of the State Superintendent to certain counties barely reconciled the school boards and the people to the change, no effort was made to repeal the enactment.

The mode of fixing the salaries of County Superintendents by the votes of the conventions of directors that elected them, had never been satisfactory. As determined in this way, they were apt to be unequal, ill-adjusted to the work to be done, and subject to partiality, caprice, prejudice, and other feelings of a personal character. The question of salary was oftentimes so connected with the question of candidates, as to cripple the office. Unqualified men at low salaries were likely to be more popular than qualified men at high ones. Hickok, Burrowes, and Coburn, had each attempted to remedy the evil without success, and it was not until 1878 that a law was passed fixing the salaries of County Superintendents. The salaries under the provisions of this law are graded mainly according to the number of schools in the several counties; but any county can vote a larger salary than the law allows, by taking the additional sum out of its own State appropriation, and the minimum and maximum salary are fixed at \$800 and \$2,000 respectively. In counties with over one hundred schools, the salary can not be less than \$1,000, and a salary not less than \$1,500 is allowed in counties having two hundred and ninety schools, twelve hundred square miles of territory, or a school term exceeding seven and a half months. As adjusted according to the Act of 1878, the salaries of the County Superintendents aggregated \$79,396.75, an increase of \$6,596.75 over the salaries received at the time of the passage of the Act. Owing to the increase in the number of schools, the aggregate salaries in 1881 amounted to \$82,417.76. In 1866, they summed up \$57,520, showing an increase during the Wickersham administration of nearly \$25,000, with a provision for

a further increase in many counties as the number of schools increase.

Four projects warmly favored by the State Superintendent, and zealously pressed upon the attention of the Legislature, failed. The first of these, in the order of time, was the College Bill of 1868. The leading provisions of this bill, as given in the State reports for 1867 and 1868, were as follows :

1. A provision fixing the requirements of every institution claiming to be a College, and asking the benefits conferred by law.
2. A provision requiring all Colleges accepting the Act to make annual reports to some properly constituted State authority, and to be open to the visitation of competent officers appointed by that authority.
3. A provision granting a certain number of free scholarships to pupils coming up properly prepared and properly recommended from the common schools, through the Academies, Seminaries, and High Schools of the State.
4. A provision giving a liberal annual appropriation from the State Treasury to all Colleges accepting the Act.

A conference concerning the bill was held in the rooms of the School Department, at Harrisburg, early in 1868, which was attended by the Governor, the Presidents or other representatives of the principal Colleges, the Chairmen and other members of the Legislative Committees on Education, and a number of prominent gentlemen interested in the subject. The result was a unanimous approval of the bill, and its passage was subsequently petitioned for by the University of Pennsylvania, the University of Lewisburg, the University of Western Pennsylvania, Lincoln University, Dickinson College, Franklin and Marshall College, Haverford College, Lafayette College, Lebanon Valley College, Pennsylvania College, Washington and Jefferson College, and Westminster College, as well as by a large number of leading citizens in different parts of the State. The opposition in the Legislature came partly from those who thought the State should do no more for education than to maintain a system of common schools, and partly from those who were determined to withhold all State aid from institutions of learning under the control of particular religious denominations. At any one of several sessions, the bill would probably have passed the Senate, but the House was always so strongly against it, that no attempt was made to push it to the issue of a vote.

On several different occasions an effort was made to add drawing to the branches required to be taught in common schools, but always without success. This action was taken not so much on

count of the value of drawing as a branch of instruction, great as it is, but for the purpose of using it as a foundation for a course of industrial education. If a boy learns to draw, he will be attracted to the arts in which drawing can be used to most advantage, and a man he will be more likely to seek employment in a shop, a mill, a factory, than at the desk of an office or behind the counter of a store. If light clerical employments now entice too many of our young men, nothing better can be done to divert their attention in a different direction, than by giving them early instruction in drawing. But a majority of the members of the Legislature could never be convinced by this kind of reasoning, and for the fact that drawing is taught in some five thousand of our schools, credit is due alone to the voluntary action of Superintendents, teachers, and directors.

No measure occupied more of the thoughts or enlisted more of the sympathy of the Superintendent than that by which he hoped to bring into school the tens of thousands of little ones who are growing up either wholly without education, or with so little that it does but a small benefit to them. Again and again, he presented the subject to the Legislature in his annual reports, collecting statistics, suggesting plans, pointing to examples, and appealing for the adoption of some measure that would tend to cure or mitigate the evil. Finally, in 1878, he prepared an elaborate bill, entitled "An Act to provide Education and Maintenance for Destitute and Neglected children," published it in pamphlet form, with comments, and gave it a wide circulation, stating that he meant to press its consideration upon the Legislature, then about to assemble. Its main features were, first, the requirement that school boards should see that all children of proper age, in their respective districts, shall have the benefit of an elementary education, and making it their duty to report triennially the names of all children within their several jurisdictions, between the ages of six and sixteen, with information as to the number receiving no instruction in the public schools or otherwise, and a statement as to the cause of the neglect. After having exhausted all milder means, power was given them to arrest truants, vagrants and children so neglected as to be growing up in ignorance and vice, and send them to the Homes provided for such children. Second, a provision for the establishment of Homes for destitute children and children arrested by virtue of the powers given to school boards by the Act. Third, a section directing the officers in the

several counties having charge of the poor, to transfer all children in poorhouses, over the age of three years, to the Homes provided for destitute children, and in future to refuse to admit such children into poorhouses. This bill, defeated in the House of Representatives in 1879, was again, slightly modified, presented to the Legislature in 1880, and again defeated. In substance, however, its provisions in regard to the establishment of County Homes for the admission of the children in poorhouses, and other destitute children, were adopted, in 1883, at the instance of the State Board of Charities. To secure the adoption of the remaining provisions or something like them, designed to bring under instruction the one hundred thousand children in the State now deprived almost entirely of all the advantages of education, is a work of the future.

The Pennsylvania laws relating to schools, written by many different hands and enacted by many different Legislatures, are a mass of fragments, without consistency of thought, logical coherence or clearness of expression. A Commission to revise the civil code of the State was appointed in 1867. The State Superintendent was invited by this Commission to prepare for their consideration a revised code of school laws. This was done at the cost of months of labor, the manuscript covering more than five hundred pages of foolscap paper. In an effort to revise this revision, the Commissioners so changed the form and meaning of the most important existing laws, that the School Department was compelled to assume a position of hostility to the adoption of the report. This opposition, however, was not necessary to defeat the proposed change, for the whole civil code, as revised, never came before the Legislature for consideration, and remains a dead letter. The necessity of a revision of the school laws was not lessened by these proceedings; but the Legislature, although repeatedly urged to take such action as would secure the accomplishment of the work, always declined to comply with the request.

No movement was pushed with more vigor, by the School Department, than that whose object was the grading of the public schools and the establishment of departments for imparting instruction in the higher branches. Such a development was considered necessary to the ultimate success of the system. What was accomplished is shown by the fact that in 1866 there were one thousand nine hundred and twenty-one graded schools in the State, and in 1881 the number reached five thousand one hundred and eighty-

The increase embraced many hundreds of schools of two des in villages and thickly settled neighborhoods, and many dreds more in cities and large towns, with more numerous des, crowned with a high school. The effect was to elevate and aden the whole work of education. The Academies and Semins the State had fostered years before had for the most part sed away, but in the public high schools planted in every town, r place was much more than supplied.

An effort was made in 1874, by a kind of syndicate of book pubers and politicians, to secure the enactment of a law providing a uniformity of text-books in the several school districts in the nmonwealth, by the adoption of such a series as might be roved by a Commission, and the purchase of the copyrights reof, or, in case it should seem more expedient, the preparation publication of the books needed to supply the schools. The ks were to be uniform, and the State was to publish and virtu to own them, and furnish supplies to the districts. The "text-k bill," as it was called, passed the Senate by a large majority, it was defeated in the House, after a most determined battle in ehalf. The State Superintendent earnestly opposed its passage very stage. He considered it dangerous to concentrate at Har-urg the powers conferred by the bill. The text-books pursed for use in the schools of Pennsylvania cost two millions of ars a year, and such an interest in the hands of politicians old, he thought, be ill-managed, if not corrupting. Besides, d control of school affairs is a fundamental principle of the nsylvania system of public education; and it seemed to him t to leave the selection of school books, as well as the building schoolhouses and the employment of teachers, in the hands of immediate neighbors and representatives of the people they re.

The school at Kutztown, Berks county, became a State Normal ool in September, 1866. Then followed the schools at Blooms-g, Columbia county, in 1869; at West Chester, Chester county, 1871; at Shippensburg, Cumberland county, in 1873; at Cali-ia, Washington county, in 1874; at Indiana, Indiana county, in 5; and at Lock Haven, Clinton county, in 1877. Preceding the ognition of each school there occurred preliminary conferences, lic meetings, corner-stone layings and inspections, in most of ch the State Superintendent took an active part. While still

Principal of the Normal School at Millersville, he had written that part of the Sixteenth Section of the General Appropriation bill of 1866, which provided, on certain conditions, that the State should pay fifty cents a week towards the expenses of all students of Normal Schools over seventeen years of age, or a dollar a week if they had been disabled as soldiers in the service of the United States or their fathers had been killed in such service, who were preparing to become teachers, and fifty dollars to each graduate who should teach two full years in the public schools. As a State officer he now favored a liberal policy towards the Normal Schools, believing that through their agency must come the much-needed supply of well-qualified teachers; and not only was the provision, of 1866, to aid students continued, but large appropriations were made to build and equip the schools themselves. In the two ways, the Normal Schools received, between 1866 and 1881, the great sum of \$1,074,567.96.

By the provisions of the Act of 1857, the State Normal Schools were private corporations. Their management was vested in the hands of trustees elected by stockholders or contributors. Even dividends on the capital stock could be declared. The State laid down certain general principles according to which they were regulated, but with these all control ended. This unrestricted private interest was a plague to the system from the beginning. It narrowed the aims and almost ruined the prospects of some of the schools. Efforts were made from time to time to counteract its effects, in 1866, by requiring that charges for the boarding and tuition of students at the Normal Schools must be approved by the State Superintendent, in 1872, by enacting a law placing two trustees in the board of each school to represent the State, and in 1874 and 1877, by providing that the State representation in each board should be one-third of the whole number of trustees, that in voting upon all questions relating to financial matters a three-fourths vote of all the trustees present at any meeting should be necessary to carry a motion or resolution upon a call of yeas and nays, and that all changes in the by-laws and rules regulating the proceedings of the boards must be subject to approval by the State authorities, as in the case of charges for boarding and tuition. Care was also taken to lay the foundations of most of the later schools upon a platform broader than the law, and the money to erect and equip them was contributed with the express understanding that it was a

free gift to the institution, and not an investment from which pecuniary returns could be expected. The board that conducted the examinations of the graduating classes at the State Normal Schools in the earlier years consisted of three Principals of such schools, including in the number the Principal of the school whose class was under examination. This arrangement was found in practice to be about equivalent to no examination at all, and, in 1870, it was enacted "that all examinations of the graduating classes at the State Normal Schools shall be conducted by a board of which the State Superintendent, or his Deputy, shall be President, two Principals of Normal Schools, of whom the Principal of the school whose students are under examination shall be one, and two Superintendents of the district in which the school is located, to be appointed by the State Superintendent." In 1874, when it was found that a board of examiners even constituted as that of 1870, was too much subject to local influences, the law was further modified so that it required four out of the five members of the board to vote affirmatively in order to grant a diploma. The State Superintendent assumed the responsibility for these changes, unpopular as some of them were; and he labored hard in other ways to elevate and broaden the aims of the Normal system. He called meetings of trustees and principals, made personal visits to the schools, gave prominence to the science and art of teaching at the annual examinations, compelled the candidates for graduation to prove their skill as teachers by actual practice with the model school classes, proffered frequent advice as to courses of study and methods of teaching, and was ever watchful concerning their interests in the Legislature. As the result, his administration began, in 1866, with 3 schools, 1,543 students, 43 graduates, and property worth \$161,376; and ended, in 1881, with 10 schools, 3,284 students, 270 graduates, and property worth \$1,418,822.38.

The School Department as organized in 1866, consisted of the State Superintendent, the Deputy State Superintendent, three clerks and a messenger. The salary of the Superintendent was \$1,800, that of the Deputy \$1,600, the clerks received \$1,400 each, and the messenger \$900. In 1868, the Legislature increased the salary of the Superintendent to \$2,500 and that of the Deputy to \$1,800, the increase to begin with the year 1867. By an Act of the Legislature passed, in 1866, the fine rooms, till then occupied by the State Library, were assigned to the School Department, and a liberal

appropriation, to be expended under the direction of the Superintendent, was made for fitting them up. The Department moved into its new quarters in September 1867. Mr. Coburn, although frequently suffering from ill health, continued to discharge the duties of Deputy Superintendent until the winter of 1868-9. At that time he became so seriously sick that he thought it best to go to his family, then at Nichols, New York, for home comforts and medical attendance. He never returned to Harrisburg. His death occurred March 8, 1869. His place in the Department was soon after filled by the appointment of Henry Houck, of Lebanon county. The appointment of an additional Deputy was authorized by the Legislature, in 1872, but no choice was made for the place until June 1, 1873, when Robert Curry, of Pittsburgh, was selected. During the year the position remained vacant, several prominent educators were appointed special deputies to attend teachers' institutes. Those that rendered service in this way were W. W. Woodruff, Andrew Burt, C. L. Ehrenfeld, A. N. Raub, F. A. Allen, Dr. Franklin Taylor, and E. Hubbard Barlow. The first named of these gentlemen was also deputized to visit mills, factories, mines, poor-houses and other establishments where children were to be found, and to inquire into their educational condition. Mr. Woodruff discharged this delicate duty in the most satisfactory manner, and his report on the subject was published in the State report for 1873. Mr. Curry resigned the deputyship in 1876, when William A. Lindsey, of Cumberland county, was appointed.

Henry Houck was transferred to the deputyship from a desk in the Department, which he had occupied about two years. He has discharged the duties of the office with great acceptance and profit to the school interests of the State for upwards of fifteen years. Descended from ancestors of old German stock, Henry Houck was born in Lebanon county, in March, 1836. He received his education in the common schools, with some years of instruction at the Anville Academy, and at the Arcadian Institute, at Orwigsburg. He commenced teaching at an early age, and while thus engaged, took lessons from a private tutor in the Latin and Greek languages. In 1859, while Principal of the High School of North Lebanon, he was appointed County Superintendent of Lebanon county, by Superintendent Hickok. So acceptable were his services in this position, that he was continued in it by election in 1860, 1863, and 1866. In 1867, he resigned the County Superintendency to become

Recording Clerk in the School Department, a position that was offered him without solicitation on the part of either himself or friends. Merit alone advanced him to the place he has filled so long, and the State has never had a more popular or more faithful school officer.

Robert Curry is a Pennsylvanian, and a graduate of Jefferson College. His whole life has been spent in the work of education. He began his career as a teacher in a public school, but subsequently was for some years Principal of an Academy. In 1854, he established a school in Pittsburgh for the training of teachers, the first institution of the kind in Western Pennsylvania. He left Pennsylvania to accept the Principalship of the State Normal School of Nebraska. While Deputy Superintendent, he visited many schools, gave instruction at a large number of institutes, and rendered valuable services in connection with the Centennial Exposition.

William A. Lindsey held the office of Deputy Superintendent for nine years, resigning in 1883. He had previously been for some years a clerk in the Department. He is of Scotch-Irish parentage. Mr. Lindsey served as a soldier during the war, attended the Normal School at Millersville, taught a common school, studied law and was admitted to the bar at Carlisle, was appointed County Superintendent of Cumberland county in 1869 and served one term. While acting as Deputy, he conducted the greater part of the correspondence of the Department, and had charge of its archives. The records show that he discharged his duties carefully and with ability.

As the school interests of the State increased in magnitude and became more diversified, the correspondence of the central office naturally grew larger. The leading principles of the system were settled, and needed little explanation; but letters concerning its ever-multiplying details, and letters asking advice as to the means of improving it, continued to pour into the Department like a flood. Besides, a live campaign, with all the forces in the field, tends largely to increase the work at headquarters. The nature and extent of this work from 1866 to 1881, are shown in the numerous volumes at Harrisburg containing a record of the correspondence. Editions of the Digest of School Laws were issued in 1866, 1870, 1873, 1876, and 1879. That of 1870 was a great improvement over any preceding edition, in the arrangement of the matter, in the accuracy of the quotations and references, and in the simplification

of forms. Several omissions made in the older editions were supplied, some new forms were added, and a code of parliamentary rules for the use of directors was introduced for the first time. The official department of the *School Journal* during the Wickersham administration was well sustained, the columns for each month being filled with matter of interest to all concerned in the work of education. In an editorial in 1869, Dr. Burrowes thus commends it: "Conducted as this department now is, it comes up to the idea, formed some years ago, of the value of regular official communication between the School Department and the schools." The following quotation from the answer given in 1859 by the State Superintendent to inquiries made by the Senate Committee on Retrenchment and Reform, will show in a general way the character of the duties then devolving upon the School Department:

It holds important official relations with all the teachers in the State, nearly seventeen thousand in number, granting certificates to some, and furnishing certificates to all; with the twelve thousand school directors, giving them advice and instruction, furnishing them blanks, receiving their reports, and paying them the State appropriation for their respective districts; with County, City, and Borough Superintendents, calling conventions for their election, commissioning them, watching their work and removing the incompetent, filling vacancies in their number, issuing instructions to them, providing blanks for recording and tabulating their work, receiving and publishing their reports, and paying the salaries of the Superintendents of counties; with teachers' institutes, furnishing them with forms for reports, giving assistance in their management, and attending them when practicable; with the State Normal Schools, examining their fitness for recognition, approving their courses of study and charges, inspecting their work, prescribing their forms, attending their examinations, issuing diplomas to their graduates, receiving and publishing their reports, and paying them their State appropriations; with Colleges, Academies, and High Schools, receiving, tabulating, and publishing their reports; with the Legislature, in making an annual report containing information concerning the condition of the system, and proposing plans for its improvement; and with the people of the State, giving information and advice concerning schools to every citizen that asks for it, and deciding all disputed questions that may arise in the administration of the system, without expense to the parties that may present them.

There had come to be quite as much necessity for work by the officers of the School Department outside as inside of the office. The Normal Schools had to be visited and their graduating classes examined, the Superintendents needed advice, sometimes support and it was impossible not to heed the cry for help that came up from the teachers' institutes. Calls were frequent to attend the laying of the corner-stones, or to assist at the dedication of school-

houses; and addresses were in constant demand on the occasion of school celebrations, the opening or closing exercises of schools, and public educational meetings. Up to 1872, either the Superintendent or the Deputy, was engaged in this kind of outdoor work nearly the whole time; and to the second Deputy, when appointed, was assigned exclusively duties in the field. In 1868, Deputy Superintendent Coburn made, at the request of the State Superintendent, a visit of inspection to the Normal Schools, and his observations were published in the State report. In 1874 and 1875, Deputy Superintendent Curry embodied the results of his labors in his special field of work outside of the Department in reports which were published as addenda to the State reports for those years. Early in the year 1872, the State Superintendent announced in the *School Journal* that he had kept a good resolution formed at the beginning of his official career, of visiting as soon as practicable every county in the Commonwealth, "for the purpose of seeing schools and schoolhouses, and conferring with Superintendents, directors, teachers, and citizens, in reference to the school interests of their respective localities." The task, he stated, was completed at Somerset, on Friday, December 29th. From the detailed statement published at the time, it appears that he had visited the several counties each as follows: Seven counties, five or more times; four counties, three times; sixteen counties, twice, and the remaining counties once. One address and sometimes several were made at each visit. This was the work of five years; a like record could be shown for the ten remaining years of the term.

Certain educational movements more or less connected with the system of public instruction must be noted in this place.

In response to a suggestion contained in the report of the Superintendent of Common Schools for 1866, as to the want of a properly constituted agency to supervise the correctional and charitable institutions of the State, many of which were receiving large annual appropriations from its treasury, and to communicate to the Legislature information in reference to their condition and wants, Dr. Wilmer Worthington, chairman of the Committee on Education in the Senate, offered a resolution, which was adopted, providing for the appointment of two senators, who in conjunction with the Superintendent of Common Schools, should visit and inspect all such institutions, and report their conclusions to the Senate. The mover of the resolution and Senator Russell Errett, of Pittsburgh, were ap-

pointed, and with the State Superintendent, who acted as Secretary, visited, during the summer of 1868, the State Penitentiaries, the Houses of Refuge, a number of county jails and poor-houses, the Asylums for the Insane, the Institutions for the Blind, Deaf and Dumb, and Feeble-minded, Girard College and all the principal hospitals and homes for orphans and destitute children. The report, which was written by the Secretary, gave a full description



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of all the institutions visited ; and, after discussing at length the proper State policy respecting them, advised the organization of a board to have the supervision of such of them as were either established by the State, or wholly, or partially dependent upon State aid. The bill prepared by the committee was adopted in 1869, and thus originated the Board of State Charities.

In October, 1870, J. P. Wickersham and J. P. McCaskey purchased the *School Journal*, which was established and had always

owned and edited by Thomas H. Burrowes. Mr. McCaskey Principal of the High School at Lancaster, a position he still occupies, and had been for some years associated in the management of the *Journal*. Dr. Burrowes was at the time President of State Agricultural College, in Centre County, and found his strength no more than sufficient to perform the duties of that position. Besides, in making the sale, he may have been impelled by unconscious foresight of what was soon to come, for he died in a few months thereafter, at the age of sixty-six. The *Journal* under the new management, with Wickersham as Editor and McCaskey as Business Manager, while striving to maintain its position as an inspirer, a shaper, and a chronicler of educational movements, became at once more strictly professional, and spoke more directly to and for teachers. In consequence, its circulation rapidly increased in Pennsylvania and spread out considerably into neighboring States. So well did it become known as an authority and a power in the United States, that the educational organs representing the Government in France, Spain and Italy, asked for an exchange; and on its exchange list also, were the principal magazines devoted to education in Canada, England, Ireland, Switzerland and other countries. Its voice, too, now more than ever before, became the voice of the School Department, and it was used as an auxiliary in all its plans for the improvement of the system. The Soldiers' Orphan Schools were placed by an Act of the Legislature in the hands of the Superintendent of Common Schools in 1861. Up to this time they had been under the care of an independent department. The change was owing to dissatisfaction with the management. The Orphan Schools were established in 1864. Their design was to provide homes, education and maintenance for destitute little ones who had lost their fathers in the war. In 1861 the system embraced thirty-nine separate schools, located in different sections of the State, and having in charge thirty-six hundred children. It was managed by a Superintendent, two inspectors and two clerks, a force almost equal to that of the Common School Department. The duties of directing and supervising this system of Orphan Schools were henceforth required to be performed by the Superintendent of Common Schools. He found the task of correcting the abuses that had crept into the management, and reorganizing the schools, an exceedingly delicate and difficult one. During the years the system remained under his control, ten thousand children

were provided with homes, fed, clothed, instructed and cared for, and four millions of dollars were expended in the good work. With more children in school and better provision for them in all respects, the expenditures for 1872 were over \$80,000 less than for 1871, a fact that greatly strengthened the system in the Legislature, and with the people.

During the sittings of the convention that framed the Constitution adopted in 1874, the State Superintendent felt it a duty to keep himself in communication with a number of members known to entertain liberal opinions on the subject of education. The President of the Convention, William M. Meredith, consulted him freely in regard to the formation of the committee that would have this subject in charge. He appeared in person before that committee in Philadelphia, explained his views as to the educational provisions which he thought the Constitution should contain, and left with the chairman a draft of an article in which they were embodied. This draft was not adopted either in form or words, but in substance it was largely incorporated into the work of the Convention. Collected into one body, the provisions relating to education in the Constitution of 1874 may be stated as follows: 1. A broad and solid foundation for a system of public schools; in the words of the Constitution, "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools where all the children of this Commonwealth above the age of six years may be educated." 2. An appropriation by the State of not less than a million of dollars a year to carry on the system. 3. The prohibition of all special legislation in relation to school affairs. 4. The recognition of Normal Schools as a part of the public school system, and of their right on this account to receive State appropriations on the same conditions as the most favored State institutions. 5. The School Department ranked as one of the five constitutional departments of the State Government, and its head, under the new and broader title of Superintendent of Public Instruction, made the only executive officer exempt from removal "at the pleasure of the power" by whom he is appointed. 6. Money raised for public school purposes not to be appropriated to the uses of sectarian schools. 7. Women made eligible to all offices under the school laws of the State.

Speaking of the educational provisions of the new Constitution at a meeting of the State Teachers' Association, in August, 1874,

The State Superintendent said: "On the whole, the educational provisions of the new Constitution, in comparison with those of the old one, show a wonderful degree of progress. Indeed, their adoption marks a new era in our school affairs. We have now a firm foundation embedded in the organic law of the State, on which to erect the grand educational structure of the future. Those of us who have spent the greater part of our lives and our best efforts in the good cause of the education of the people find here the fruition of our labors. The past at least is secure, crystallized in a constitution that may last a century, and the door of the future is wide open to admit the throng of vigorous young workers whose task it is to tend, strengthen and perfect."

Education in Pennsylvania made a creditable showing at the Centennial Exposition in Philadelphia, in 1876; but this result was reached only through much tribulation, and by overcoming many serious difficulties. The directory of the Exposition organized every other interest with some degree of care; education was left to organize itself. Knowing that much would be expected of the State in which the Exposition was held, timely effort was made by the School Department to direct the attention of schools and school men to the subject. The authorities of the Exposition were repeatedly requested to furnish definite plans, that the preparation of material might begin. The State Superintendent, before the State Teachers' Association, in 1875, thus urged the importance of making a full educational exhibit:

The educational interests of the United States must be represented at the Exposition. Foreign nations will expect it of us. Thousands of distinguished citizens from abroad will visit Philadelphia next year for the sole purpose of studying our systems of public education. These systems are everywhere recognized by thinking men as the only salt that can save institutions like ours. They are the centre of our national life. In them is found the chief source of the strength of the Republic. The political philosopher who understands them will find no difficulty in understanding all we have to show—all we are.

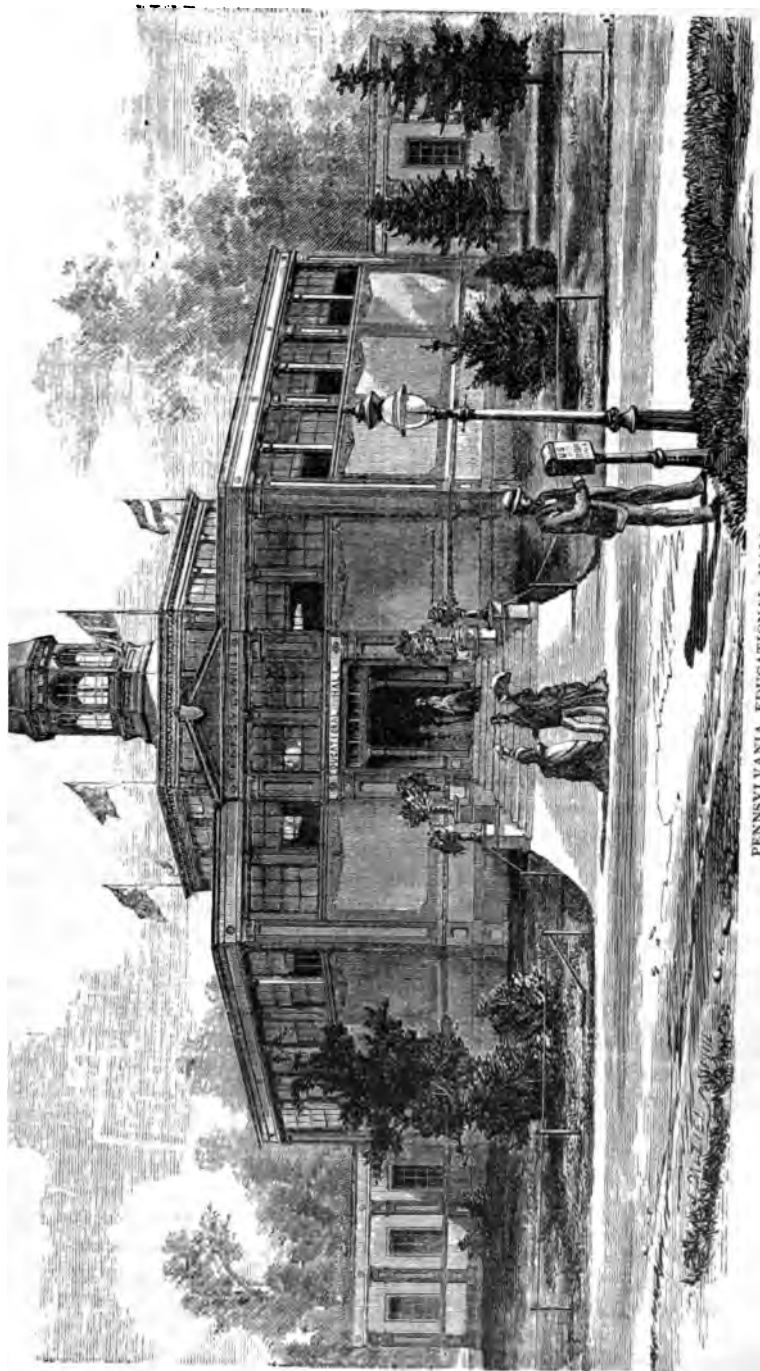
In the educational, as well as in all other features of the Exposition, Pennsylvania must take a conspicuous part. The Exposition is intended to commemorate a grand historic event that occurred within her borders. It was rejected by her citizens. It is to be held upon her soil. She has contributed a large part of the money used in erecting buildings and making the necessary preparations. Her position among her sister States, her population, her resources, her past history and her future prospects, alike entitle her to a prominent place. In addition, we claim to have a school system well organized, purely American, and capable of producing when fully developed,

the richest kinds of educational fruit. We must not if we could, and we cannot if we would, escape the measure of responsibility thus placed upon us. But to represent our educational interests creditably, we must have action, speedy, earnest, intelligent, enthusiastic.

But as is told in the State School Report for 1876:

With every disposition to engage in an effort to have the schools of Pennsylvania creditably represented, no way of doing much in that direction presented itself until February, 1876. A visit to Philadelphia at that time revealed the fact that owing as was alleged to the small amount of space applied for, by those interested in education, the whole educational exhibit of the United States had been assigned to the gallery in the Main Building near the south entrance, and that the wall space contained in it did not exceed five thousand square feet. Of this space, Pennsylvania could hardly expect more than one-tenth, an amount so small that it seemed totally useless to attempt to compress into it the intended exhibit. Two alternatives were therefore presented, either to abandon the whole project, or to erect at once a special building for ourselves on ground offered for the purpose by the Commissioners in charge of the Exposition. The first of these alternatives could not be accepted without shame; and the second was beset with the most serious difficulties. Scarcely three months remained until the Exposition would open; the money necessary to erect the building and make the exhibit had to be procured; the work of construction had to be done on the Centennial grounds amidst the rush and confusion of the last months preceding the opening day; educational institutions and school officers throughout the State had to be stirred up to make the most vigorous preparation; the material furnished had to be organized and arranged, and a vast amount of incidental work had to be performed. Still, for the good name of the State, the task was undertaken. A location on the grounds was chosen, a plan of building was adopted, architects and builders were employed, and the Pennsylvania Educational Hall was under roof before any money was obtained with which to pay for it. The fifteen thousand dollars generously appropriated by the Legislature came in time to render further private risk unnecessary, and liberal school boards and patriotic teachers and citizens contributed in addition the sum of three thousand six hundred and eighty dollars and eighty-five cents towards the expenses of the project. The call for material was handsomely responded to by common schools, orphan schools, academies, normal schools, colleges, charitable institutions, schools of design and elocution, commercial schools, book publishers and the manufacturers of school furniture and apparatus, so that on the tenth of May when the Exposition opened, Pennsylvania had her own building, containing twenty thousand square feet of wall surface, up and filled with a comprehensive exhibit of her educational products. That it was creditable to her no one has questioned. As a whole, it was not only much the largest, but good judges pronounced it the best exhibit of the kind on the ground.

Notice of the building and of the exhibit appeared in a large number of newspapers and magazines, both domestic and foreign. The following from the "*Home Companion and Canadian Teacher*," Canada, expressed in few words the general sentiment: "No other



PENNSYLVANIA EDUCATIONAL HALL.

State or even Nation has done so much to show the world what she is doing in educational matters as Pennsylvania." The Pennsylvania Board of Centennial Managers in their report, thus compliment the display: "As a State exhibit, the Board have felt it their duty to refer to it at some length, and they avail themselves of the occasion to join publicly in the high commendation which it has generally received."

The labor of collecting and installing the material and of fitting up the display was mainly performed by the officers of the School Department. Deputy Superintendent Curry spent nearly the whole season in attendance at the Hall, and the State Superintendent taxed his whole strength in an effort to perform the extra duties the exhibition involved.

The uses of the Hall are thus stated in an editorial in the *School Journal* for August, at the time the Exposition was at its height:

Pennsylvania never made a better investment than when the money was appropriated for the erection of an Educational Hall on the Centennial grounds. The exhibition there is not only a source of pride to our own people, but it furnishes a means for the advancement of the general interest of education. If the work of preparation were now to be done over again, twice as much could be done and better done with the same effort. Many who stood entirely aloof when called upon last spring for help, are now greatly ashamed of their backwardness, and would gladly if the time had not passed by, proffer their assistance. But with all its defects, the exhibit made is a great success. For the past month the average number of persons visiting the Hall is estimated at five thousand a day, and while multitudes drop in merely from curiosity, many seek the place to observe and study. There is never a time when, among the crowd of visitors, persons with note-books and pencils may not be seen at work. Visits to the Hall are especially profitable to teachers and school directors, and we are satisfied that the improvement growing out of the exhibition to these classes alone, will pay its cost many times over.

Besides, the Hall is the constant resort of foreigners seeking information on the subject of American education. Gentlemen connected with almost every nation represented at the Exposition have visited it for this purpose—among them Russians, Austrians, Hungarians, Germans, Italians, Frenchmen, Swedes, Norwegians, Japanese, Chinese, Belgians, Hollanders, Spaniards, Portuguese, Englishmen, Turks, Egyptians, Swiss, Canadians, and South Americans of various nationalities. The Emperor of Brazil, Dom Pedro, made an early morning visit to the Hall, uninvited, and with a view to special study, accompanied by a single attendant, and spent some two hours almost alone in examining what is to be seen. He expressed himself very much pleased with the exhibit, and took occasion subsequently to show that such was the fact. And, be it understood, the visits of these foreigners are not the visits of mere sight-seers, but are made mostly by persons in official position, or such as come to the Exposition charged with the duty of investigating educational systems.

Without any effort in that direction on the part of those who had charge of the Pennsylvania Educational Hall has become a kind of headquarters for interested in education who are in attendance at the Exposition. Beginning about the first of June, International Conferences have been held there once a week, at which the systems of education in the several States of the American Union and in foreign nations have undergone examination. They have been well attended both by American educators and educators from abroad. A more formal International Congress of teachers and friends of education has just closed its sessions, which were mostly held at the Hall. The proceedings attracted general attention, and are to be published by the Bureau of Education at Washington.

Seeing from the Centennial Exposition how much could be learned from a study of the school systems of the Old World that would be profitable in America, the State Superintendent so arranged the work of his Department that he could spend the summer of 1878 in Europe. His special object was to visit and inspect schools of an industrial character. To aid him in his investigations was constituted by Governor Hartranft "a commissioner, in the name and for the benefit of the Commonwealth of Pennsylvania, with full power and authority to inquire into and examine the industrial schools and systems of general and technical education in the various countries of Europe;" and commended "to the especial confidence and courtesy of foreign Governments and those in authority under the same." During the tour, visits were made to the Universities of Dublin, Edinburgh, Oxford, Heidelberg, Munich, Berlin, Leipsic, Vienna, and Zurich; the High School of Edinburgh; several of the great Public Schools of England, Charterhouse, Westminster, Eton, and Rugby; a number of Gymnasias and Higher Bürger schools in Germany, Austria, and Switzerland; a multitude of elementary schools along the whole line of travel, in cities, villages, and country places; Normal schools in various countries; the great Polytechnic Schools at Zurich, Munich, Vienna, Prague, Dresden, Berlin, and Paris; many agricultural and trade schools, and schools of art and industry; and the Conservatory of Arts and Trades at Paris, the German Industrial Museum at Berlin, the National Bavarian Museum at Munich, the Museum of Art and Industry at Vienna, the South Kensington Museum at London, and the Industrial Museum of Scotland at Edinburgh. A month was spent at Paris, mostly in the study of education as represented at the International Exposition, then in progress. Valuable information on all the aspects of the educational question was obtained, which was subsequently utilized in the preparation of the

account of European schools and school systems which appeared in the Report of the Department for 1878, in numerous articles on the subject written for the *School Journal*, and in frequent addresses delivered at teachers' institutes and educational meetings.

As the rapid educational growth of Pennsylvania became known throughout the Union, the correspondence of the Superintendent of Public Instruction outside of the State greatly increased. Calls were made upon him continually for opinions and advice. Scarcely was there a system of public schools organized in any new State in the West without asking help from Pennsylvania, and probably more than any other State Pennsylvania was consulted by the able and zealous but inexperienced school officers of the reconstructed States of the South. As a return for such services, Pennsylvania was accorded high honors and unusual weight in all national assemblages of teachers and superintendents of schools. In addition, distinguished foreigners came to the State as never before, seeking information concerning our system of public instruction. In 1867, Señor Sarmiento, then the Minister to this country from the Argentine Republic in South America, afterwards President of the Republic, spent some weeks in Pennsylvania, mostly at Harrisburg, in the study of our school laws and methods of managing schools. So well pleased was he with what he learned that he made a strong effort to have the State Superintendent resign his position and go with him to South America, and undertake the task of doing for education in the Argentine Republic what had been done for education in Pennsylvania. During the winter of 1872, Fujimaro Tanaka, a Commissioner for the Empire of Japan, sent to examine the educational systems of the United States, came with an interpreter and suite to Harrisburg. He remained several days, each morning being spent in listening to an explanation of our system by the State Superintendent, and in taking notes of the most important points. When about to leave, the Commissioner directed the interpreter among other things to say: "Pennsylvania has the best school law for an intelligent people of any with which he has been made acquainted; but in Japan, where the masses are yet ignorant, hundreds of years must elapse before such a law can be administered." Commissioner Tanaka subsequently became Minister of Education in Japan, and grateful for the aid given him at Harrisburg continued to correspond with the Department up to 1881. Dr. Philippe Maria Da Motta D'Azevedo Corrêa, Commissioner in

charge of the educational department of Brazil at the Centennial Exposition, and previously Professor in the Imperial College at Rio Janeiro, remained in Pennsylvania some months after the close of the Exposition, visited many schools, and gave much time to the study of our system of education. A delegation of eminent French educators, with M. Buisson, now Director General of Primary Education in France, at its head, commissioned by the Government to visit the Exposition, made the Pennsylvania Educational Hall their head-quarters while at Philadelphia, attended the meeting of the State Teachers' Association at West Chester, and visited a number of our schools. A school celebration in Solebury township, Bucks county, held during the Centennial Exposition, was attended by Sir Charles Reed, M. P., President of the School Board of London, England; Count Guiseppe Dassi, of Italy; Col. Marin, of Spain; Monsieur Fouret, of France; and Paul Liptay, of Hungary. These gentlemen were greatly delighted with the appearance of the children, the intelligence of the people, and the working of the school system in a representative American rural district. The Department sent small but comprehensive exhibits to International Expositions in Chili and France, and was accorded silver medals therefor. But far better than words can do it, the following tables tell the story of the wonderful growth of the school interests of the State during the years from 1866 to 1881. The falling off in the amount expended for schoolhouses in 1876 and onwards for several years was partially owing to the fact that the pressing wants of the system in this respect had been fairly supplied by the large expenditures of the preceding years, and partly to the financial disturbances that greatly depressed all kinds of business during this period. To this stagnation in the money-market, that affected most disastrously all the material interests of the country, is also attributable the reduction in teachers' salaries shown in the later years embraced in the tables. Matters were made worse by the thousands of persons thrown out of other employments who sought positions as teachers, at almost any salary they could obtain. The reduction over the State was from five to fifteen dollars a month; but happily it was only temporary. The year 1881 brought a marked change for the better, and soon all the lost ground will be recovered. The bright lining to the cloud is the fact that the school term was but slightly reduced at any time and the aggregate amount paid for tuition during all the years of depression remained at about the

highest figure. The State stood still waiting for better times, individual teachers suffered, but no backward step was taken in the great work of educating the people.

TABLE SHOWING EDUCATIONAL GROWTH.

Years	Number of superintendents	Number of teachers at county institutes	Number of graded schools	Length of school term.	Number of schools in which Bible was read	Number of teachers who had read professional books	Number of schools with uniform text-books	Number of schools well supplied with apparatus	Number of school grounds well improved	Number of school houses well situated
1866	65	3,704	1,921	5 mo. 15 d.	9,280	6,917	9,404	1,426	695	6,015
1867	68	3,944	2,147	5 mo. 16 1/2 d.	9,825	7,458	9,377	2,113	787	6,327
1868	75	10,268	2,382	5 mo. 19 1/2 d.	10,434	9,339	10,553	2,054	725	6,137
1869	76	11,321	2,445	5 mo. 20 1/2 d.	10,528	10,992	10,544	1,909	959	7,047
1870	79	11,210	2,692	5 mo. 21 d.	11,016	11,274	10,927	2,040	946	6,407
1871	81	11,890	3,431	5 mo. 21 d.	11,716	12,139	11,536	2,438	881	7,368
1872	85	11,625	3,414	6 mo.	10,856	10,599	10,599	2,381	909	5,175
1873	86	12,302	3,827	6 mo. 6 1/2 d.	11,418	12,870	11,206	1,826	1,201	5,690
1874	86	13,970	3,923	6 mo. 8 d.	12,129	13,167	12,154	1,683	1,127	6,016
1875	87	13,864	4,112	6 mo. 10 d.	12,690	12,700	12,530	2,273	1,308	6,427
1876	89	13,523	4,079	6 mo. 10 d.	12,539	12,774	12,867	2,430	1,492	6,506
1877	89	13,109	4,357	6 mo. 8 d.	12,927	12,923	13,198	2,522	1,754	6,942
1878	90	13,303	4,453	6 mo. 4 d.	12,758	13,583	13,457	2,565	1,943	7,133
1879	91	13,308	4,748	6 mo. 8 d.	13,802	12,009	12,768	2,748	2,254	6,842
1880	92	15,809	4,967	6 mo. 5 1/2 d.	13,277	14,201	13,368	2,642	2,135	6,733
1881	99	15,799	5,182	6 mo. 6 d.	13,987	14,665	14,630	3,407	2,473	7,386

This table is exclusive of Philadelphia. It is mainly compiled from the annual reports of the County, City and Borough Superintendents of schools, and the irregularities noticeable in some of the columns are for the most part attributable to the fact that for some years the statistics were more perfectly collected than for others. The general rise in the figures shows the growth that was taking place.

TABLE SHOWING FINANCIAL DEVELOPMENT.

Years	Amount paid for supervision	* State appropriation for common schools	Average salary of male teachers	Average salary of female teachers	* Cost of tuition	* Cost of school-houses	* Total expenditure for school purposes	* Value of school property
1866	\$49,802 47	\$354,436	\$34 34	\$26 31	\$2,748,795 08	\$725,000 00	\$4,195,258 57	
1867	60,520 00	355,000	35 87	27 51	3,028,065 78	1,262,798 68	5,160,750 17	
1868	68,915 67	355,000	37 28	28 76	3,273,269 43	1,991,152 55	6,200,539 96	\$10,556,765
1869	73,370 00	500,000	39 00	30 52	3,500,704 26	2,455,847 71	6,986,148 92	14,045,632
1870	88,450 00	500,000	40 66	32 39	3,745,415 81	2,765,644 34	7,791,761 20	15,837,183
1871	93,711 00	500,000	41 04	32 86	3,926,529 88	3,386,263 51	8,580,918 33	16,889,624
1872	99,060 00	500,000	41 71	34 60	4,104,273 53	2,864,113 35	8,345,072 78	18,689,624
1873	108,886 00	700,000	42 69	34 92	4,325,797 47	1,753,812 36	8,345,836 41	21,730,209
1874	109,286 00	700,000	42 95	35 87	4,527,308 03	2,160,514 87	8,847,939 88	22,569,668
1875	105,550 00	1,000,000	41 07	34 09	4,746,875 52	2,059,465 83	9,363,927 07	24,200,789
1876	108,750 00	1,000,000	39 76	33 60	4,856,888 91	1,735,148 87	9,103,928 68	26,265,025
1877	108,750 00	1,000,000	37 38	32 30	4,817,563 35	1,276,578 55	8,583,379 44	25,460,765
1878	105,850 00	1,000,000	35 58	31 32	4,755,620 11	1,118,185 92	8,187,977 41	24,839,820
1879	110,811 25	1,000,000	33 62	29 69	4,605,986 65	1,021,130 65	7,747,787 04	24,063,137
1880	112,381 35	1,000,000	32 36	28 42	4,510,196 87	952,695 08	7,482,577 75	25,467,097
1881	122,811 35	1,000,000	33 66	29 05	4,677,016 50	1,207,011 13	7,880,705 01	26,605,322

* Including Philadelphia.

Superintendent Wickersham's last term ended on the first Monday of June 1880; but as the Senate was not in session he remained at the head of the Department by request of Governor Hoyt until the following April, when Rev. E. E. Higbee, D. D., was appointed his successor. Henry Houck and William A. Lindsey were retained as Deputy Superintendents. Mr. Lindsey having resigned on account of ill health, John Q. Stewart, on the first day of April 1883, was promoted from a desk in the Department to the position of Deputy, where his services have been very efficient. Dr. Higbee having served one term, was reappointed in 1885. He is therefore still in office; and as history cannot be written until it is made, our story so far as it relates to the administration of the common schools must close at this point. The system is in safe hands, and its future progress and ultimate triumph are assured.

CHAPTER XXVI.

SOLDIERS' ORPHAN SCHOOLS.

CHILDREN ORPHANED BY THE WAR MAINTAINED AND EDUCATED.

LEAVENED by the benevolent principles of the founder of the State and the religious Society to which he belonged, Pennsylvania has been characterized from the beginning by her works of charity. She was the foremost among her sister States in ameliorating the discipline of prisons, in establishing hospitals for the sick and disabled, in providing special institutions for the education of the blind and deaf and dumb, and in seeing that the poor received instruction. The year 1864 witnessed the inauguration within her borders of a scheme of benevolence without a parallel in the history of any other State or nation.

Pennsylvania sent to the field during the civil war nearly four hundred thousand men. It is calculated that of these fifty thousand fell in battle or died in hospitals, and certainly fifty thousand more returned to their homes greatly disabled with wounds or badly shattered in health. Many of the dead soldiers left wives and children in destitute circumstances, and multitudes of those who escaped with their lives were henceforth to be rather a burden than a help to their families. The war had not continued long before hundreds of the orphaned or worse than orphaned children of soldiers were reduced to want and beggary, or were compelled to find food and shelter in some alms-house or charitable home for the poor and friendless. It was then that the great, patriotic heart of Pennsylvania was moved, and the plan formed by which to June, 1884, two thousand seven hundred and seven children of dead and disabled soldiers had been collected into schools, maintained, educated, and cared for to the age of sixteen years, and then placed in circumstances giving an opportunity for a fair start in life at an expense of seven millions six hundred and thirty-two thousand three hundred and fifty-four dollars and seventy cents with a prospective increase of the amount to nine millions of dollars before the work will complete.

The first step towards the establishment of the Soldiers' Orphan schools was the recommendation contained in the annual message of Governor Andrew G. Curtin, in 1864. The paragraph is as follows:

I commend to the prompt attention of the Legislature the subject of the relief of the poor orphans of our soldiers who have given, or shall give, their lives to the country during this crisis. In my opinion their maintenance and education should be provided for by the State. Failing other natural friends able to provide for them, they should be honorably received and fostered children of the Commonwealth. The fifty thousand dollars heretofore given by the Pennsylvania railroad company, referred to in my last annual message, is still unappropriated, and I recommend that this sum, with such other means as the Legislature may think fit, be applied to this end, in such manner as may be thought most expedient and effective. In anticipation of the adoption of a more perfect system, I recommend that provision be made for securing the admission of such children into existing educational establishments, to be there clothed, nurtured and instructed at the public expense. I make this recommendation earnestly, feeling assured that in doing so I represent the wishes of the patriotic, the benevolent and the good of the State.

The fifty thousand dollars spoken of by the Governor as donated by the Pennsylvania Railroad Company was generously offered to assist in paying bounties to volunteers, at a critical time, after the failure of the Peninsula campaign in 1862, and pending the call of the General Government for three hundred thousand additional men; but it could not then be accepted for the purpose, owing to a want of the necessary authority from the Legislature. In his message for 1863, the Governor recommended that the donation should "be applied towards the erection of an asylum for our disabled soldiers;" but a year later the greater necessity of relief for the "poor orphans of our soldiers who have given or shall give their lives to the country during this crisis" caused him to change his recommendation as to the direction in which he deemed it best the money should be used. The idea, therefore, that the State should take under her care the destitute children orphaned by the war, assumed definite shape in the mind of the Governor sometime between 1863 and 1864. It is said to have been suggested by two children who called at the Executive Mansion on Thanksgiving Day, 1863, and asked for bread. The Governor happened to meet them at the door, and to his questions they answered in their childish way "that their father had been killed in battle, their mother had since died, and they had been left utterly friendless and alone." This was God's sermon to the head of the Commonwealth! For two years he had been calling for troops and urging men to the field, and, behold,

their children had become beggars ! More likely, however, this incident served to give shape to a thought that had been for sometime forming, for the Governor had frequently before sending newly enlisted troops to the seat of war solemnly promised to protect and care for their wives and little ones ; and he was without doubt aware that at the Northern Home in Philadelphia, the Soldiers' Orphan Home, in Pittsburgh, and other similar institutions, several hundred soldiers' children left destitute were already dependent upon the charity that supported them.

Soon after the publication of the message containing the recommendation in relation to orphan children of soldiers, the Governor, bent on his patriotic purpose, requested James P. Wickersham, then Principal of the State Normal School at Millersville, whom he had known as a school officer when State Superintendent of Common Schools, to prepare a bill to be laid before the Legislature that should embody such provisions as were necessary to carry into effect the measure as recommended. The request was complied with and the bill so drawn was approved by the Governor, read in place in the House of Representatives by Dr. Robert L. McClellan, of Chester county, chairman of the Committee on Education, and considered and reported favorably by the committee. An editorial in the *School Journal* for May, 1864, thus speaks of it : "A bill is also on file in the House, having been reported by the Committee on Education, providing for the maintenance and education of the children of soldiers from this State who have been killed or died in the service of the United States, during the existing war, and who have left their families in limited circumstances. Of these the number is now not less than five thousand. The proposed law is a good one, and it is sincerely hoped will pass this session."

As this bill, although it never became a law, was the foundation upon which the whole system was based, it will be presented in full as it may be found in the archives of the House in the handwriting of its author :

ORIGINAL BILL PROVIDING FOR THE ESTABLISHMENT OF SOLDIERS' ORPHAN SCHOOLS.

SECTION I. *Be it enacted, etc.*: That as soon as convenient after the passage of this Act, there shall be appointed by the Governor, with the consent of the Senate, an officer to be called the Superintendent of Schools for Orphans, whose duty it shall be to carry into effect the several provisions of this Act, and to make an annual report to the Legislature, which shall contain a full account of his proceedings, the expenses incurred in the past year

and the sums required for the ensuing year, the institutions recognized as orphan schools and the number of pupils in each, and all such matters relating to the instruction and training of the orphan children of soldiers as he may deem expedient to communicate, and whose salary shall be sixteen hundred dollars per annum, and necessary traveling expenses, to be paid quarterly; said Superintendent of Schools for Orphans to hold his office for three years, commencing on the first Monday of June, one thousand eight hundred and sixty-four, and his successors to be appointed every third year hereafter; all such officers to be subject to removal by the Governor at any time for misbehavior or misconduct during their respective terms, and the vacancies in any wise occurring to be supplied for the unexpired terms by new appointments: *Provided*, That in case of removal, the Governor shall at the time communicate his reasons therefor, in writing, to the Superintendent of Schools for Orphans thus displaced, and also to the Senate, if in session, and if not, within ten days after its next meeting.

SECTION 2. Any institution now established, or which may hereafter be established in this Commonwealth, may apply to the Superintendent of Schools for Orphans, to be recognized as a suitable school or home for the instruction and training of the destitute orphan children of soldiers; and after full opportunity shall have been given for all such institutions as desire to do so to make application, it shall be his duty without delay to visit the several institutions thus applying, make a careful examination as to their means of imparting physical, industrial, intellectual and moral instruction and training, and their ability to furnish proper food and clothing, and select, subject to the approval of the Governor, from among them those best adapted in all respects to become schools or homes for the said orphan children of soldiers.

SECTION 3. That the Superintendent of Schools for Orphans shall, with the approval of the Governor, appoint a committee of both sexes in each county to serve gratuitously, whose duty it shall be to make application to the Superintendent of Schools for Orphans for the admission into one of the institutions selected as suitable to become schools or homes for the destitute orphan children of soldiers, of any child who resides in Pennsylvania and is between the ages of five and fifteen, whose father was killed while in the military service of the United States, or died of wounds received or disease contracted in that service, and whose circumstances are such as to render him or her dependent upon either public or private charity for support: *Provided*, That all such applications must be accompanied with a statement, certified to by oath or affirmation, of the name and age of the child, the place of residence and nativity, the extent of destitution, the name of the father, his regiment or vessel on which he served, rank and the manner of his death.

SECTION 4. The Superintendent of Schools for Orphans shall grant all applications for admittance into the institutions selected as orphan schools or homes that seem to him proper, and assign the children so applying to such one of them as he may consider most convenient and suitable, having regard as far as possible to the religious denomination or faith of their parents. It shall be his further duty to visit each institution so selected at least once in three months, and carefully inspect its arrangements for promoting the health and comfort of its pupils, the methods of instruction pursued, and the kind of food and clothing furnished; and if any of the schools so selected prove dere-

licit in duty in these or other respects to the orphan children placed under their care, he shall lay the fact before the Governor, and with his approval refuse longer to recognize them in the capacity of orphan schools: *Provided*, That such a decision shall in all cases be made known to the institution concerned one month before it is carried into effect.

SECTION 5. It shall be the duty of the authorities of all institutions selected as orphan schools or homes, to record the names of all persons who may desire to take into their service any orphan child connected with said institutions, and they shall have authority to bind such children as apprentices with the consent of the mother, if living; but all contracts to apprentice or bind out an orphan child must be made at the time of the tri-monthly visit of the Superintendent of Schools for Orphans, and be signed by him.

SECTION 6. All institutions instructing and training the orphan children of soldiers, and providing them with food and clothing, as prescribed in the preceding sections, shall be entitled to receive from the treasury of the State an amount to be determined by contract between the authorities of said schools respectively, and the Superintendent of Schools for Orphans, and approved by the Governor, to be graduated by the respective ages of the children, but in no case to exceed one hundred dollars per annum, for each child thus instructed and cared for, to be paid in quarterly installments upon warrants issued by the Superintendent of Schools for Orphans: *Provided*, That before the payment of any quarterly installment, the authorities of the institutions to which payment is to be made shall have made under oath or affirmation a quarterly report stating the number of orphan children of soldiers, admitted according to the provisions of this Act, there were in the institution at the commencement of the quarter, the number admitted and discharged during the quarter, with the respective dates, and the number remaining.

While the bill was pending, the Governor sent a special message to the Legislature urging prompt action on the subject. It was the twenty-ninth of April before the bill was taken up for consideration in the House, and it was then met by strong opposition. Those who antagonized the bill, in the main, favored a measure making it the special duty of school boards in the several districts to provide for the education and maintenance of such soldiers' orphans as they might find in destitute circumstances. The debate on the bill and the amendment was warm, and lasted for several days, and it finally became apparent that the time that remained till the close of the session was too short to properly consider and perfect a measure of so much importance. The bill was therefore dropped by its friends, although the votes taken showed they outnumbered the opposition, and the following, prepared by Thomas Cochran, of Philadelphia, was adopted as a substitute:

SECTION 1. *Be it enacted, etc.*, That the Governor of the Commonwealth of Pennsylvania be and is hereby authorized to accept the sum of fifty thousand dollars donated by the Pennsylvania Railroad Company, for the educa-

and maintenance of destitute orphan children of deceased soldiers and their families, and appropriate the same in such manner as he may deem best calculated to accomplish the object designed by said donation, the accounts of said disbursements to be settled in the usual manner, by the Auditor General and the Governor, and make report of the same to the next Legislature.

This Act left to the Governor's discretion the entire plan, so far as it could be carried into effect by the expenditure of fifty thousand dollars. Mr. Wickersham was again invited to a conference on the subject, the result of which was a resolve on the part of the Governor to organize a system of soldiers' orphan schools on the principle of the bill lost in the House of Representatives, not doubting that the Legislature would eventually vote the money necessary to sustain it, and to offer the appointment of Superintendent of Orphan Schools to the veteran educator, Thomas H. Burrows. Dr. Burrows was at first disposed to decline the offer, but in the end consented to accept it. The salary was fixed at six dollars a day and necessary traveling expenses, and a clerk was provided at not more than one hundred dollars a month. In his letter enclosing a commission, the Governor requested the Superintendent to prepare "a plan for carrying into effect the intentions of the Legislature." This plan as prepared was much more complete in details than the Wickersham bill, but differed from it in no essential particular. Indeed, it seems almost to assume that the bill had become a law. In speaking of the two measures in the *School Journal*, July, 1864, Dr. Burrows said: "The bill that was thus far had been carefully prepared by Prof. Wickersham, Principal of the Normal School of the Second District, whose knowledge and experience in school organization will not be questioned; and its main features have been adhered to in the plan now adopted." Dr. Burrows' plan as approved by the Governor contained full details to, 1. The persons entitled to the benefits provided; 2. The mode of making application for the benefit; 3. The kind of education and maintenance proposed to be furnished; 4. The schools to be selected; 5. The control of the orphans in the schools; 6. The fund at command, and; 7. The administration of the trust. The plan boldly assumed that the State would make provision for the education and maintenance of all the destitute soldiers' orphans within her borders, and broadly laid the foundations of a system that would carry into effect a scheme of benevolence upon this grand scale. If millions of dollars had been at command, instead of fifty thousand, the plan could not have been more comprehensive.

The preliminaries settled, Dr. Burrowes opened an office in Lancaster, appointed as clerk Prof. James Thompson, of Pittsburgh, gentleman of large experience in school affairs, and commenced the work of organizing the system. The first months were spent in preparing forms of various kinds, selecting citizens in the different counties to act as Superintending Committees, seeking suitable institutions willing to receive soldiers' orphans, and carrying on a large explanatory correspondence.

The plan did not at first contemplate the founding of new schools but its purpose was to secure the admission of the orphan children into institutions already established. Comparatively little difficulty was met with in the case of children under the age of ten years. The Northern Home for Friendless Children, in Philadelphia, had already provided, without any expectation of compensation, for many such children, and was ready to receive more at the expense of the State. The Soldiers' Orphan Home, at Pittsburgh, established expressly as a home for the destitute orphans of soldiers before the State took action in the matter, mainly by the efforts of James P. Barr, assisted by other benevolent and patriotic citizens, was ready at once to begin the good work on the State's plan. And these notable examples were soon followed by the Alleghen Home for Friendless Children, the Children's Home of Lancaster and the Church Home for Children and the St. Paul's Orphan Asylum at Philadelphia. But the task of finding suitable institutions willing to receive on the required conditions orphan children above the age of ten years, was one of extreme difficulty, and a man less hopeful and less persistent than Dr. Burrowes would not have succeeded in accomplishing it. He had but fifty thousand dollars at his command, the Legislature had in no wise committed itself in favor of the system or placed itself under obligation to appropriate an additional sum, the Normal Schools declined the venture of erecting buildings for the orphans as an attachment to their model schools, few Boarding Schools cared to be troubled with the rates offered with a class of children for whom they had no special accommodations, and more discouraging than all else, there was a general want of confidence in the permanency of the enterprise that chilled every effort. Still, full of faith and zeal, the Superintendent labored on in his good work, and at last the obstacles that had stood in his way were one by one overcome, and the system was placed upon a comparatively firm basis. The pioneer

Schools that trustingly opened their doors to the advanced class of children on the terms proposed, were the McAlisterville Academy, Juniata county, George F. McFarland, Principal; the Paradise Academy, Lancaster county, Seymour Preston, Principal; the Mount Joy Academy, Lancaster county, J. R. Carothers, Principal; the Orangeville Academy, Columbia county, H. D. Walker, Principal, and the Quakertown Academy, Bucks county, Rev. Lucien Fort, Principal.

The first report of the Superintendent, dated December 31, 1864, gives a full account of what had been done, names the schools and names that were ready to admit children under the trust, and states that one hundred and eighteen soldiers' orphans from eighteen different counties had placed themselves in the care of the State. It also contains a lengthy statement of the principles by which he was guided in the prosecution of the work. This report, the best that could have been made under the circumstances, was not of a character to make a favorable impression upon the Legislature. It gave detail plans and preliminaries, told how fairly the future promised; but was necessarily poor in the recital of those accomplished results which tell most upon the practical mind of the average legislator. The session of 1865 was therefore approached with many misgivings by the friends of the new system. Will the project be adopted by the State? Will an appropriation be made sufficient to carry on the work already begun? were the questions they asked, with grave doubts as to the answer that would be given.

The Governor in his message to the Legislature heartily commended what had been done under the Act of the year before, and strongly urged a liberal appropriation by the State to continue and perfect it. But some of those who had opposed the bill of 1864 in the House were still members, with no abatement in their hostility. Their ranks were joined by others; and, instead of making an appropriation in aid of the work already begun, a bill was passed that would have rendered that work abortive by substituting for the present operation a method of providing education and maintenance for destitute soldiers' orphans radically different and much less liberal. One of its leading provisions made it the duty of school directors to make arrangements for the maintenance and schooling of the orphans resident within their district, by contracting with suitable parties, with the consent of the mother, relative or other friend, upon such terms that the services of said children shall either in whole or

in part be accepted as an equivalent for the necessary expenses incurred in their maintenance and schooling." The amount allowed for each child was from ten to thirty dollars per annum, according to age, extent of destitution, state of health, and other circumstances. The bill in principle extended the laws in reference to the care of pauper children to the soldiers' orphans.

The Senate rejected the House bill and adopted in lieu of it a bill leaving the matter where it had been placed the year before, and appropriating seventy-five thousand dollars to carry on the work for the ensuing year. This was the first distinct legislative recognition of the principle that the destitute orphans of soldiers were to be treated as the children of the State. The victory was not gained without a struggle. The leader in the Senate in opposition to the House bill and in favor of an appropriation to carry on the system as begun, was Dr. Wilmer Worthington, of Chester, as earnest then as he had been thirty years before in the House in favor of free schools. "It would be a burning shame upon Pennsylvania," he cried in the midst of an eloquent speech, "if she permitted these children to go destitute after the great sacrifice their fathers have made for their country." Patriotically forgetting that the measure he was supporting originated with a Republican administration, Senator William A. Wallace, of Clearfield, characterized the House bill as "a pauper arrangement, making it a disgrace to the Commonwealth instead of a noble charity." Berks county also came to the rescue in the person of her Senator, Hiester Clymer, who used words like these: "We to-day fill our schools with orphan children in order that hereafter we may not fill our almshouses and prisons with paupers and criminals." But back of these and other liberal Senators stood the Chief Executive of the State, tireless in his efforts to save the system which he had so recently inaugurated, and which seemed to promise so much good.

The conference committee that was appointed to reconcile the differences between the two Houses recommended that the House should concur in the Senate amendments, but their report was rejected and the committee instructed to make another effort to compromise the differences. The committee again reported as before, and finally the House reluctantly gave way, and by a vote of sixty-four to twenty-four accepted the Senate bill. The guiding hand in shaping this result in the House committee and in the House was Matthew S. Quay, of Beaver, a member of the committee.

strengthened by the action of the Legislature, the Superintendent of Orphan Schools now pushed forward the work of organizing schools and admitting children with much increased vigor; and at close of the year 1865, there were in operation eight schools for older children and seventeen homes or asylums for the younger ones, with an attendance of one thousand three hundred and twenty-two. The expenses for the year are stated to have been one hundred and three thousand eight hundred and seventeen dollars and fifty-seven cents.

But the day of trial had not yet passed. The orphans presented themselves for admission to the schools in unexpected numbers. The first of January, 1866, all the money in the hands of the Superintendent had been expended, and he was compelled to inform the Legislature in charge of the schools that if they kept the children after that date, they must do so at their own risk, although he believed

the Legislature would make the needed appropriation at the approaching session.

The Legislature met at the usual time. Governor Curtin's annual message contained the following appeal for support to the orphan schools:

I have heretofore commended this charity to you, and I deem it unnecessary to add another word, in asking a continuance of an appropriation which will provide for and educate the best blood of the State, and support the living legacies which have been bequeathed us by the men who laid down their lives for the country. When we remember that every sort of public and private pledge that the eloquence of man could devise or utter, was given to our fathers as they went forward, that if they fell their orphans should become children of the State, I cannot for an instant suppose that you will hesitate to continue an appropriation which is to bless their little ones, providing comfortable homes, instead of leaving them in want and destitution, many of them to fall victims to vice and crime.

These eloquent words fell upon deaf ears in the House of Representatives. Instead of making the appropriation asked for, a bill similar in principle to the bill which met with so much favor in the Legislature the year before, was passed by a vote of fifty-five to twenty-five. This bill, like its predecessor, provided for the maintenance and education of the destitute orphan children and brothers and sisters of soldiers and sailors who had lost their lives in the service of the country, at their homes in the several school districts, under the direction of the respective boards of directors. They might, under a contract for maintenance and education, with a parent, relative, or friend, or be provided with homes in the families

of other persons living in their own or an adjoining district. They were to be allowed at least four months of schooling annually. The expense of each individual was in no case to exceed thirty dollars a year, and "in every instance the services of the child" were to be received, "if possible, as an equivalent for its maintenance and support." In other words, the children were to be farmed out like paupers, at the least possible expense.

For the second time all hope of saving the system centered in the Senate; but even in that body there was wavering among the friends who had hitherto stood by it, in view of the fact, then becoming apparent, that the expense it would incur would reach a sum greatly beyond the original calculation. The Superintendent asked for three hundred thousand dollars for the current year, an amount that frightened all but the boldest advocates of the system. The passage of the House bill seemed inevitable, when a happy thought brought the children of the schools at McAlisterville, Mount Joy and Paradise, one hundred and ninety-two boys and one hundred and fifty-one girls, to Harrisburg. Public exercises were held in the hall of the House of Representatives and in the Court-house. The children delivered little speeches appropriate to the occasion, recited stirring selections, and sang with great effect such songs: "Rally Round the Flag, Boys," "Dear Old Flag," "Tenting on the Old Camp Ground," and "Uncle Sam is Rich Enough to Send All to School." Addresses were made by Superintendent Burrow, Governor Curtin, Gen. Harrison Allen, of Warren county, and Edward G. Lee, of Philadelphia. The touching character of the exercises, the eloquent addresses, but above all the children themselves healthy, neatly dressed, bright and happy, coupled with the thought that they had been orphaned and left destitute by fathers who had given their lives to save the nation, created an enthusiasm in the vast audience present seldom witnessed. The question was settled. Objections to the system were overwhelmed by a tide of sympathy for the children. The House bill was never even considered in the Senate; but on the contrary, the three hundred thousand dollars asked for to carry on the system for the ensuing year were voted with little dissent.

Freed from the anxiety as to the permanence of the system, the Superintendent directed his whole attention to its extension and improvement. In April, Amos Row and Colonel William L. Be: both teachers of large experience, were appointed additional office

examine and inspect the schools. Several new schools were opened, and detailed instructions relating to the management of the system in all its departments were issued. The Principals of the schools were called together for conference with the State Superintendent at Lancaster. As the result of these efforts, the schools began to work with more uniformity and a new life seemed to diffuse itself throughout the system. In July, nearly twelve hundred orphan children participated in the ceremonies connected with the presentation of the battle-flags of Pennsylvania regiments to the State authorities, in Independence Square, Philadelphia; and it was difficult to say which excited the greatest interest and enthusiasm on that noted day, the brave soldiers who bore the flags and who had bravely followed them in the shock of battle, the bullet-riddled, smoke-stained flags themselves, or the soldiers' orphans, the saddest living mementoes of the honored dead.

The report for the year shows, at thirty-six different institutions, twenty thousand six hundred and eighty-six children in school, and an expenditure of three hundred and nine thousand one hundred forty-nine dollars and twenty-six cents.

John W. Geary was elected Governor in 1866, and five months after his inauguration, upon the expiration of Dr. Burrowes' term of five years, he appointed Colonel George F. McFarland, Superintendent of Soldiers' Orphans. Col. McFarland was Principal of an academy at McAlisterville, Juniata county, before the war. In 1862 he raised a company of soldiers, many of them young men who had attended his school, became Lieutenant Colonel of the Hundred and Fifty-First Pennsylvania regiment, followed its comrades to Gettysburg, where in the first day's battle, while in its front and gallantly covering the retreat of the outnumbered Union troops at the Seminary west of the town, he lost one leg and the other disabled for life. Before his wounds had fairly healed, he was, as among the first to offer to undertake the work of organizing soldiers' orphan school according to the plan proposed by Dr. Burrowes. After having opened the school in his buildings at McAlisterville, he left it to the care of a deputy and accepted a position as clerk in the State Department at Harrisburg. From that place he was advanced to the office of Superintendent of Soldiers' Orphans.

The system of soldiers' orphan schools was administered for many years without the express sanction of law. The Gov-

ernor was authorized, in 1864, to expend the donation of the Pennsylvania Railroad Company for the soldiers' orphans as he might "deem best." The appropriations of 1865 and 1866 were made without conditions as to the method of expenditure, thus carrying with them an implied sanction of the plan then in operation under the direction of the Governor. It was considered unwise, if not unsafe, to allow this state of things to continue. Early in 1867, a resolution was adopted in the Senate instructing the Committee on Education to prepare and report a bill covering the whole subject. The draft of the bill adopted by the Committee and subsequently passed by both Houses without material change, was mainly the work of Col. McFarland, prior to his appointment as Superintendent. The Act did not make much change in the system as it then existed, but it put in the shape of law much that had previously depended entirely upon the will of the Executive, and added several new features of value. It was in fact the Wickersham bill resurrected and improved by the experience of three years. "The rejected stone" of 1864 thus became "the head of the corner."

Governor Geary pledged himself in his inaugural address "to increase the efficiency and multiply the benefits of the schools and institutions, already so creditably established for the benefit of the orphans of our martyred heroes," and he kept his word faithfully. In addition to the appointment of a Superintendent under the law, it was his duty to name an "Inspector and Examiner, and a lady Inspector and Examiner." These positions he filled by the appointment of Rev. C. Cornforth, of McKean county, and Mrs. Elizabeth E. Hutter, of Philadelphia. Mr. Cornforth was a graduate of Union College, New York, and studied theology at the Rochester Seminary. He had served as a private in the famous Pennsylvania Bucktail Regiment, was badly wounded and taken prisoner at Fredericksburg, and after his release and recovery became chaplain of the One Hundred and Fiftieth regiment of Pennsylvania volunteers. He was County Superintendent of common schools in McKean county when called to the position of Inspector and Examiner of orphan schools. By education, by service in the field and by natural disposition and tact, he was well qualified for the place. No name connected with the soldiers' orphan schools is deservedly more honored than that of Elizabeth E. Hutter. The daughter of Col. Jacob Shindel, of Lebanon, the wife of Dr. Edwin W. Hutter, well known in early life as a prominent politician and later as an

minent Lutheran minister, she was noted for her executive ability and works of charity years before she received an appointment from the Governor of the State. The Northern Home for Friendless Children, Philadelphia, a model institution of the kind, owes to her, the President of its Board of Managers from the first, in great measure its wonderful success. A warm-hearted patriot, she was one of the foremost ladies in the State in her efforts for the comfort of our soldiers in the field and for the relief of the sick and wounded; and with the tenderness of a mother she was accustomed to gather the destitute orphans of soldiers under the broad wings of her charity at the Northern Home long before the State took steps to care for them. Mr Cornforth gave his services to the soldiers' orphans until 1879, twelve years, and Mrs. Hutter still continues to bless them with her womanly affection and her watchful care. Upon the resignation of Mr. Cornforth, the Legislature declined to make an appropriation for the payment of the salary of an Inspector and Examiner, but Maj. Samuel R. Bachtell and Rev. John W. Sayers, each at the instance of the Grand Army of the Republic and by request of the Department, discharged some of the principal duties of the place at a nominal salary. The appropriation was restored in 1883, and Mr. Sayers was formally appointed Inspector and Examiner.

Governor Geary also appointed John D. Shryock, of Washington county, chief clerk of the Orphans' School Department; but owing to failing health he was soon succeeded by Col. James L. Paul, who still retains a place in which his services have been of great benefit to the system. Col. Paul was a soldier during nearly the whole war, and subsequently acted for some time as a clerk in the War Department at Washington. In 1876, he prepared a detailed history of the Soldiers' Orphan Schools, a work that is a credit to his ability and industry, as well as a just tribute to one of the grandest schemes of human charity and to the State that founded and fostered it. The full organization of the Department was completed by the appointment of Edmund R. Sutton, of Indiana county, as messenger. Mr. Sutton became warrant clerk in 1871, and continued in that position during the ten succeeding years.

The administration of Col. McFarland continued from May 1, 1867, to June 1, 1871, four years and one month. During this time he established several new schools, among them the school for colored soldiers' orphans at Bridgewater, Bucks county, and dis-

pensed with some old ones; but beyond this he had little to do in the way of general organization. This difficult task had for the most part been performed by his predecessor. He was therefore able to direct his undivided attention to the internal management and discipline of the schools. He introduced a better system of reports from the schools to the Department, prepared an improved course of study for the children, provided for annual examinations and inspections, and required more attention to be paid to training and instruction of an industrial character. But unfortunately, Col. McFarland, like his predecessor, was not an expert business man or a careful financier, and he was persuaded by outside parties to do things of which his better judgment must have disapproved. The Department was largely in debt when he took charge of it, and he incautiously allowed this debt to increase during his first year to one hundred and forty-one thousand five hundred and sixty-one dollars and sixty-nine cents. The Legislature made provision for this large deficit and for those that followed in the succeeding years, in addition to the large general appropriations required; but not without seriously questioning the policy that permitted them to accrue. The public press commented with some severity upon such loose financial management, and this led to other criticisms that were calculated to render the whole system as well as its administration unpopular. The Governor deeming the blame cast upon the Department unjust, for a long time defended Superintendent McFarland and his official management; but he at last concurred with the Legislature in an Act placing the orphan school trust in the hands of the Superintendent of Common Schools. James P. Wickersham, the author of the original bill to establish soldiers' orphan schools, thus became the head of the great system of *charity* that had grown out of the movement he had in its infancy tried to shape.

By the change in Superintendents, no change was made in inspectors or clerks. There were however important changes in management. Orders of admission were at once given to about hundred children, some of whose applications had been on file in Department awaiting action for several years. The restriction which had been in force forbidding the admission of children under the age of eight years was removed. A meeting of the principals and managers of the several orphan schools was called at Harburg, and the whole subject relating to them underwent an extension

thorough discussion. A blank form for an exhaustive report on each visit to a school by one of the inspectors was prepared, and that diploma was procured for all children honorably discharged from the schools at the age of sixteen years. At the request of the Superintendent, the law in regard to furnishing clothing for the children was changed. Instead of his purchasing clothing for all the children and furnishing it to the several schools upon requisition, after the manner of an army quartermaster, it was made the duty of each school to furnish clothing for its own children as they provided their food, under the direction of the Superintendent as to kind, quality and amount. These changes proved very beneficial to the schools, especially the change as to the manner of furnishing clothing to the children, with respect to which there had been very numerous complaints. The schools at once began to emulate each other in dressing their children and in taking care of their clothing, as a result that added much to their appearance. Inspector Cornish, in his report for 1872, stated that "the orphans are much better clad than they were a year ago. This is the testimony of every one, without exception, who has the means of knowing."

But as the weak point of the system had been its financial management, strict business principles were now made the rule in all its departments. The money appropriated was considered a sacred trust, a dollar of which must be wasted in doubtful experiments or bad gains. The results for the first year of this change in management as stated in the Superintendent's report for 1872 were as follows: "The actual number of children in school and the average number drawing money from the State were greater, during the past year, than they were during any other year since the system of orphan schools went into operation; and yet it is with the highest degree of satisfaction I am able to inform you, and as you will see in full detail further on in the report, that with the money placed at my disposal by the Legislature, I have succeeded in paying all bills by my own contracting, in meeting every demand upon the Department by payments in cash, in liquidating an outstanding debt incurred by my predecessor in office of \$38,685.15, and in leaving a balance in the State Treasury to the credit of the Department at the close of the year, of \$25,431.72." The expenditures proper for 1872 were eighty-two thousand four hundred and seventy-seven dollars and thirty-four cents less than in 1871. The second year, with a total falling off in the number of children in school, and a decrease

in the appropriation of forty thousand dollars, left a balance in the State Treasury to the credit of the Department of forty-two thousand two hundred and forty-eight dollars and eighty-eight cents. It was in recognition of this economy in the use of the public money that the Legislature, in 1873, added of the amount saved an odd sum of sixty thousand dollars to the appropriation to common schools, making it for that year seven hundred and sixty thousand dollars.

John F. Hartranft was inaugurated Governor of Pennsylvania on January 21, 1873. The ceremonies of the inauguration were more than usually imposing. A long line of carriages filled with distinguished citizens, a column of several thousand soldiers, and a cortege procession of many squares in length, escorted the Governor to the capitol. No part of the brilliant display attracted so much attention or called forth so many cheers from the immense crowds that lined the side-walks as the eight hundred and nineteen fatherless boys from the soldiers' orphan schools, who marched under their own officers, with the step of veterans, to do honor to the brave soldier who was about to take his seat in the Executive chair. The Governor in his address did not forget to say a good word in behalf of the soldiers' orphan schools; and as soon as he was able to free himself from the distinguished throng that is apt to surround a newly-made Governor on inauguration day, he repaired to the Court-house and told the orphan boys that he meant to be their friend. He kept his promise.

It was observed that some of the orphans, before leaving school at the age of sixteen, gave evidence of possessing talents and tastes that fitted them for teachers. This fact being brought to the attention of the Legislature, an appropriation of two thousand dollars was made in 1872 to assist those who seemed most likely to profit by the privilege in attending a Normal School; in 1873, this appropriation was made three thousand dollars, and, in 1874, it was still further increased to five thousand dollars. With the money thus generously furnished, several hundred orphan boys and girls were prepared to become teachers, and soon found ready employment in the public schools of the several counties at fair salaries.

Had no children been admitted into the soldiers' orphan school but the class originally provided for, the orphans of soldiers who lost their lives during the war, they would have been closed in 1880 or before; but the Legislature at different times extended the privilege of the schools to the children of soldiers who died after the close of the war of wounds received or disease contracted in it, and to the



A REPRESENTATIVE SOLDIERS' ORPHAN SCHOOL—CHESTER SPRINGS.

children of soldiers so disabled by such wounds or disease as to be unable to earn a livelihood for their families. At present, 1885, considerably more than one-half of the children in the schools are orphaned.

The orphan schools would have closed finally in 1885, but at the urgent solicitation of the Grand Army of the Republic, an organization that has always been keenly alive to the interests of the children of their dead and disabled comrades, the Legislature of 1883 repealed the law of 1869 closing them, and enacted that they should remain open five years longer, to 1890.

Mr. Wickersham continued in charge of the orphan schools until his retirement from the office of Superintendent of Public Instruction in 1881, or a period of nearly ten years. During that time some ten thousand children were under his care, for whom he expended on the part of the State about four millions of dollars. Upon quitting office, the system went into the control of his successor, Dr. E. E. Higbee, with little change in subordinate officers and none at all in policy or plan. God grant that it may prosper to the end, and then forever like a halo continue to brighten the history of the land of Penn.

Paul's history gives a detailed account of the institutions that have received soldiers' orphans under the system, and makes proper mention of managers and teachers. The following statements present important information of the same kind in a condensed form.

INSTITUTIONS SPECIALLY ESTABLISHED AS SOLDIERS' ORPHAN SCHOOLS

<i>Institutions.</i>	<i>County.</i>	<i>When Opened.</i>	<i>When Closed.</i>	<i>By Whom Founded.</i>	<i>No. of Children to 1883.</i>
McAlisterville . . .	Juniata . . .	Nov. 3, '64 .	Still open	Geo. F. McFarland .	1,088
Soldiers' Or. Ins. . .	Philadelphia.	Nov. 25, '64.	Still open	A Board	1,020
Paradise	Lancaster . .	Dec. 6, '64.	Jan., '68.	Seymour Preston . .	217
Mount Joy	Lancaster . .	Dec. 20, '64.	Still open	J. R. Carothers. . . .	1,210
Orangeville	Columbia . . .	Jan. 3, '65 .	May, '68.	H. D. Walker	241
Quakertown	Bucks	Jan. 18, '65.	1868	Rev. Lucien Cort. . .	189
North Sewickley . .	Beaver	April 27, '65.	Jan., '67.	Rev. Henry Webber.	145
Cassville	Huntingdon . .	Nov. 6, '65.	Early, '74	A. L. Guss	495
Harford	Susquehanna.	Nov. 6, '65.	Still open	Charles W. Deans . .	932
Phillipsburg	Beaver	March, '66 .	Aug., '76.	Rev. W. G. Taylor . .	610
White Hall	Cumberland . .	May, '66. . .	Still open	David Denlinger . . .	1,055
Jacksonville	Centre	June, '66. . .	Jan., '71.	Rev. D. G. Klein. . .	175
Uniontown	Fayette	Sept. 19, '66.	Still open	Rev. A. H. Waters . .	775
Andersonburg	Perry	Sept., '66. .	1878	M. Motzer.	218
Dayton	Armstrong . . .	Nov. 1, '66.	Still open	A Company	904
Mansfield	Tioga	Oct. 1, '67.	Still open	F. A. Allen	845
Titusville	Crawford	Dec., '67. . .	1874	Gordon S. Berry . . .	453
Mercer	Mercer	Jan. 1, '68 .	Still open	Reynor & White . . .	919
Bridgewater	Bucks	June, '68. . .	Sep., '79.	Freedmen's Aid Soc.	255
Chester Springs.	Chester	1868.	Still open	A Company	858

PERMANENT INSTITUTIONS ADMITTING SOLDIERS' ORPHANS.

<i>Institution.</i>	<i>Location.</i>	<i>Opened.</i>	<i>Closed.</i>	<i>Denomina- tion.</i>	<i>No. of Children to 1883.</i>
rs' Orphan Home . . .	Pittsburgh . .	1864 . .	Apl. 1, '70	Catholic . .	71
1 Home for Children .	Philadelphia .	1864 . .	Still open	Episcopal .	54
n's Orphan Asylum . .	"	1864 . .	1883 . .	Catholic . .	54
for Friendless Children.	Lancaster . .	1864 . .	1875 . .	Not denom.	182
y Orphans' Home . . .	Womelsdorf .	Jan., '65.	1882 . .	Reformed .	125
us Orphan House . . .	Middletown .	May, '65.	1869 . .	Lutheran .	72
ens' Home	York	May, '65.	Still open	Not denom.	90
ns' Home	Germantown .	1865 . .	1880 . .	"	111
1 Home Association . .	Pittsburgh . .	Sep., '65.	Sep., '73.	Episcopal .	43
tant Orphan Asylum .	Allegheny . .	Oct., '65.	Sep., '74.	Protestant .	232
er Orphan Home . . .	Loysville . .	1865 . .	Still open	Lutheran .	366
ic Home	Philadelphia .	1865 . .	1876 . .	Catholic . .	30
icent College	Near Latrobe .	1865 . .	Still open	"	16
icent Orphan Asylum .	Tacony	1865 . .	1875 . .	"	16
of the Friendless . . .	Wilkesbarre .	Feb., '66.	Sep., '73.	Not denom.	137
of the Friendless . . .	Allegheny . .	1866 . .	1873 . .	"	54
nes' Orphan Asylum . .	Lancaster . .	1865 . .	1872 . .	Episcopal .	16
ns' Home for Girls . . .	Zelienople . .	1866 . .	1875 . .	Lutheran .	6
ns' Farm School for Boys.	"	1866 . .	1875 . .	"	12
th Hall	Nazareth . . .	Jan., '65.	"	Moravian .	2
n Ins. and Ed. Home . .	Philadelphia .	Jan., '67.	Still open	Episcopal .	320
for Feeble-minded . . .	Media	1867 . .	"	Not denom.	14
n Home	Butler	1858 . .	"	Reformed .	82
al's Orphan Asylum . .	Pittsburgh . .	1870 . .	1871 . .	Catholic . .	27
rial School	Philadelphia .	1870 . .	Still open	"	30

words could close this chapter so appropriately or with so eloquence as the following statement of the appropriations and expenditures made for the system:

STATEMENT OF APPROPRIATIONS AND EXPENDITURES.

<i>rs.</i>	<i>Appropriations.</i>	<i>Expenditures.</i>	<i>Children in school.</i>
			110
	\$75,000 00	To Dec. 1, 1865, \$103,817 64	1,226
	300,000 00	To Dec. 1, 1866, 309,149 26	2,681
	350,000 00	To Dec. 1, 1867, 311,038 35	3,180
	572,631 46	To June 1, 1868, 236,970 26	3,431
	505,000 00	To June 1, 1869, 505,971 62	3,631
	609,666 88	To June 1, 1870, 514,126 42	3,526
	530,000 00	To June 1, 1871, 519,037 66	3,607
	480,000 00	To June 1, 1872, 475,245 47	3,527
	460,000 00	To June 1, 1873, 467,132 84	3,261
	440,000 00	To June 1, 1874, 450,879 49	3,071
	400,000 00	To June 1, 1875, 423,633 76	2,788
	381,121 88	To June 1, 1876, 403,652 15	2,729
	360,000 00	To June 1, 1877, 380,656 70	2,619
	360,000 00	To June 1, 1878, 372,748 05	2,653
	727,273 25	To June 1, 1879, 377,207 40	2,431
		To June 1, 1880, 351,431 59	2,580
	700,000 00	To June 1, 1881, 360,033 60	2,602
		To June 1, 1882, 381,764 15	2,497
	625,000 00	To June 1, 1883, 361,051 80	2,362
		To June 1, 1884, 352,141 62	2,305

CHAPTER XXVII.

THE EDUCATION OF TEACHERS.

EARLY EFFORTS TO EDUCATE TEACHERS. THE COLLEGES AS TEACHERS' SEMINARIES. NORMAL SCHOOLS.

THERE is a natural aptitude for teaching school, as there is for the practice of other professions and kinds of business. Teachers, like poets, "are born and not made," but only in the same sense as lawyers, doctors, engineers and bankers. With talent of the highest order for the duties of the school room, there is much that must be learned either by personal experience or through the instruction of others. The simpler, rougher kinds of work, in school as elsewhere, may be done by novices; but teaching as an art can be mastered only after a long and severe course of preparatory training. Indeed, the most delicate and difficult work God has left in human hands is the education of his own species. Hence Normal Schools are a necessity, and no nation can advance far in perfecting a system of education for the people without establishing them. They are always found to be most numerous where public education has made the greatest progress. Pennsylvania is believed to have been the first of our American States to inaugurate the work of preparing teachers; and to-day, in number, in the attendance of students, in building and equipment, her Normal Schools will compare favorably with any that can be found elsewhere at home or abroad.

The University of Pennsylvania, begun as an Academy in 1749, was designed partially as a school for teachers. Dr. Franklin, the chief among its founders, in addressing the Common Council of the city for aid in its behalf, states that as the country is suffering greatly for want of competent schoolmasters, the proposed Academy will be able to furnish a supply of such as are "of good morals and known character," and can "teach children reading, writing, arithmetic and the grammar of their mother-tongue." And it is a fact that in its early days, young men attended the institution for the purpose of preparing themselves for teachers, and left it to engage in teaching. While the plan of increasing the facilities of education

among the Germans in Pennsylvania was in operation under the direction of Schlatter and Smith, the faculty gave special instruction to several persons who were preparing to take charge of the schools established.

The preparation of teachers was made an object at the Westtown Boarding School established by the Society of Friends, and opened for students in 1799; with what success appears in the following extract from the report of the committee of Friends in charge of the school in 1824: "Among the many advantages which it was contemplated would accrue from an institution of this description, several of both sexes have so profited by the course of studies and the mode of instruction thus derived as to be qualified for teachers of schools in many parts of the country; and so far as can at present be ascertained, the number who have thus devoted a part of their time and talent is at least sixty-nine young men and one hundred and eighty-one young women, the ability and example of many of whom, we trust, have diffused such views of the economy and management of schools, as have tended to raise in due estimation this important and highly useful occupation."

The Moravians with characteristic foresight as educational pioneers, established, in 1807, at Nazareth Hall, a special department for the preparation of teachers, in which young men received such instruction as qualified them either to teach in schools established at home or to open and conduct schools in the missionary field.

Dr. Benjamin Rush was an active and influential friend of education. He had much to do in founding Dickinson College, in 1783. In an address to the Legislature in 1786, he favors the establishment of a system of free schools, of one University at Philadelphia and of three Colleges, one at Carlisle, one at Lancaster, and one at Pittsburgh, and adds, "the University will in time furnish masters for the Colleges, and the Colleges will furnish masters for the free schools." This was the beginning of the policy adopted by the State and continued for half a century, of chartering Colleges and Academies and aiding them by appropriations from the public treasury, on the ground, and with the expectation, that in addition to their proper functions they would prepare teachers for schools of lower grade. Indeed, many such institutions were chartered and received pecuniary aid from the State on the condition that they would educate a certain number of poor children gratuitously, it be-

ing thought, as the records show, that such children properly instructed would be likely to become teachers. Sometimes, the acts of the Legislature of this character were more specific and required instruction to be given free to a stated number of young men desiring to fit themselves for teachers. The following are examples:

In 1831, the State gave five hundred dollars a year to Washington College, on condition "that the trustees shall cause that there be instructed, annually, gratis, twenty students in the elementary branches of education, in a manner best calculated to qualify them to teach common English schools." A year previous the trustees of the College had established, as the President announced, "a Professorship of English Literature with the special view of qualifying young men for taking charge of common schools." In 1832, an appropriation of two thousand dollars annually for five years was made to Jefferson College on the condition that twenty-four students should be prepared for teachers of the English language; and the same year the Reading Academy received the sum of three thousand dollars with the proviso that "the trustees should cause to be educated annually four students in indigent circumstances, for the term of five years, free of expense for tuition, for teachers of common English schools." The charter of Pennsylvania College granted in 1832, required the institution to prepare young men to become teachers in German schools; and, in 1834, three thousand dollars were appropriated to this College annually for six years on the condition that fifteen young men were to be educated for common school teachers. Allegheny College received, in 1834, a grant of two thousand dollars a year for four years for which there were to be instructed annually "twelve students, free of expense, for teachers in the English language." Marshall College was granted six thousand dollars in 1837, three thousand in 1838, and three thousand in 1839, provided "the institution would furnish free instruction to twenty students annually in a manner best calculated to qualify them for teachers in the English language."

Several Colleges undertook the work of preparing teachers without any pecuniary inducement on the part of the State. Lafayette was one of these. Dr. George Junkin, President, in 1834, in a letter to Senator Breck, chairman of the Joint Educational Committee of the Legislature, then engaged in preparing the common school law passed that year, strongly urged the plan "of establishing in the existing colleges of our State, Model Schools and a teachers' course." This plan he explained as follows:

1. Let each College fix upon a liberal course of studies for school teachers, and constitute a new degree in graduation.
2. Let a common school, to be kept full of children from the neighborhood, in every respect, such as is desirable to see established in every district of the State, be established contiguous to the College buildings, which school shall be a model in its buildings, its fixtures, desks, books, apparatus, rules and regulations and mode of management.
3. Let the candidate for the collegiate honor of a school teacher's diploma, be, in every respect, on the same footing in College with other students, study in the same class his own particular branches, submit to the same discipline etc. ; and let him in addition to these, spend a part of every day in the common school, as a spectator and occasionally as an assistant.
4. When he shall have completed his course which will take two years, let him pass a final examination, and if approved, receive the honorable testimonial of the board of trustees.
5. Let every teacher thus qualified, who shall teach within the State receive, besides the provisions made for his support by the people, a yearly allowance from the school fund, for every year he shall teach in one place.

The trustees of Lafayette determined to test by experiment the President's plan of a teachers' school that seemed to promise so much in theory. In 1838, they erected a building for a Model School, established a teachers' course, and called to their aid in the training of teachers a distinguished Scotch educator, Prof. Robert Cunningham, subsequently Principal of the Normal Seminary at Glasgow. On the Fourth of July of that year, Dr. Junkin, with a laudable degree of exultation, delivered an address "in commemoration of the founding of the first Model School for the training of Primary School Teachers in Pennsylvania, and the first, as believed, in the United States, in connection with a Collegiate Institution." The public were not then ready to sustain Lafayette in this progressive step, and the project failed, many parts of it to be revived in the Normal School policy of a later day.

One of the principal objects had in view by the broad-minded Friends who founded Haverford College in 1833, as shown by their correspondence and early action concerning the subject, was to provide a school of high grade for the education of teachers; and this object long continued to be a matter of concern.

The first school in Pennsylvania and, it is believed, in the United States, established specially for the education of teachers, was the Model School at Philadelphia. The first State Normal School in Massachusetts was opened at Lexington, in 1839. There were in New England earlier Teachers' Seminaries of a private character. Samuel R. Hall, author of lectures on "School-Keeping," was at the head of one at Concord, New Hampshire, in 1823, and another at

Andover, Massachusetts, in 1834; and James G. Carter was Principal of a private Teachers' Seminary at Lancaster, Massachusetts, in 1827. These institutions, Barnard classes as the first in the United States whose special object it was to prepare teachers. The Philadelphia Model School was established by law, in 1818, expressly as a teachers' school and is therefore the oldest school of the kind in the country. The law required the Board of Controllers of the public schools of the city to establish a Model School "in order to qualify teachers for the sectional schools and for schools in other parts of the State," and thus in a sense made it a State Normal School.

The Lancasterian system, according to which the public schools of Philadelphia were organized under the law of 1818, embraced in its full development schools for the training of teachers. The public-spirited citizens of Philadelphia who first investigated its merits and then obtained the necessary legal enactments to secure its adoption, had no idea of introducing a half-way measure; and, therefore, when they determined to have Lancasterian Schools, they determined likewise to train Lancasterian teachers to take charge of them. With the system they imported the name "Model" from England, where it was used to designate a school in which young persons could observe and practice the art of teaching. To be certain of success, as they thought, they also brought over, fresh from the mother-school in London, Joseph Lancaster, the founder of the Lancasterian schools and after whom they were named, and placed him at the head of their school for teachers. As in England, the Model school was used both as a pattern after which to conduct other schools and as a school of practice for young teachers and monitors. It was teachers prepared in this school who were sent out by the "Pennsylvania Society for the Promotion of Public Schools," in 1828, as stated in their report, to "several remote parts of the Commonwealth," to take charge of schools to be conducted according to the Lancasterian method; and that other teachers, similarly trained, were willing to follow their example appears from a circular letter, dated in 1829, and addressed to the citizens of Pennsylvania, by Roberts Vaux, President of the Society as well as of the Board of Controllers of the public schools, offering "to furnish well qualified teachers at reasonable salaries." The report of the Board of Controllers for 1829 states that "several persons of both sexes have recently availed themselves of the privilege of acquiring a knowledge of the Lancasterian plan of instruction by attending

the Model and other schools, and some of the individuals thus qualified are candidates for employment in Pennsylvania." Of the experimental infant school connected with the Model School, the report for 1834 thus speaks: "It has exhibited, under the direction of its accomplished teacher, a constant and rapid improvement in the children, and at the same time furnished an admirable seminary for the instruction of infant school teachers, numbers of whom have regularly devoted their time to the acquirement of practical skill in conducting these schools, and are believed in several instances to be now competent to take charge of similar establishments."

The Model school continued its work of preparing teachers on the Lancasterian plan till 1836; from that time to 1848, the teaching was done by graduates of the school acting as assistants, instead of by monitors selected from the students. With the decay of the Lancasterian system, the training of teachers as a special object was in great measure lost sight of, but the name Model school was preserved, and with it somewhat of the function it implies. Unlike the sectional schools, it remained under the immediate direction of the Board of Controllers, was always considered a pattern-school, and there never was a year when young persons desirous of becoming teachers did not resort to it for instruction. During the time the work of training teachers was discontinued at the Model School, it was in part taken up at the High School for boys. "It appears, too," says the report of the President of the Board of Controllers for 1842, "that the High School will serve essentially as a Normal School for the education of male teachers; ten of the class who are to leave the school in July intending to become teachers." And from 1845 to 1848, under the direction of the Board, Saturday classes of female teachers and girls from the Grammar schools were taught in the High School by the several professors.

In 1848, the Model School was formally converted into a Normal School of the modern type, for female teachers, with schools of practice and other necessary auxiliaries. Dr. A. T. W. Wright, who had been for some years connected with the school, and who is universally recognized as one of the ablest and most devoted of Philadelphia teachers, was placed at the head of the new organization. He at once revised the course of study, adapting it to the purposes of a Normal School, and introduced the most approved methods of teaching. During his administration of six years, the school was largely attended and did much to improve the public

schools. His successor was Philip A. Cregar. In 1859, the name of the school was changed to that of the Public High School for Girls, the Schools of Practice were discontinued, and the course of study was modified and enlarged. This was a blow to the institution as a school for teachers; but it was not intended to destroy entirely its distinctive Normal features, for it was provided that students who desired to become teachers could still receive special instruction. A year's experiment convinced the Board of Controllers that a mistake had been made in changing the character of the school, and they then named it the "Girls' High and Normal School" and directed that the Senior class should be strictly a teachers' class, and that the preparatory class should be used to furnish the required exercises in practical teaching. In 1868, the school was restored its original name, and has since been known as the "Girls' Normal School." Prof. Cregar was succeeded, in 1865, as Principal of the school, by George W. Fetter, who still remains at its head, and who has shown himself to be a teacher of teachers of the highest order. During the Centennial year, the magnificent structure at present occupied by the school was completed, and the Girls' Normal School of Philadelphia is now, after its long years of growth and its numerous vicissitudes and changes, in buildings, equipment, course of study, schools of practice and methods of instruction, one of the first institutions of the kind in the world.

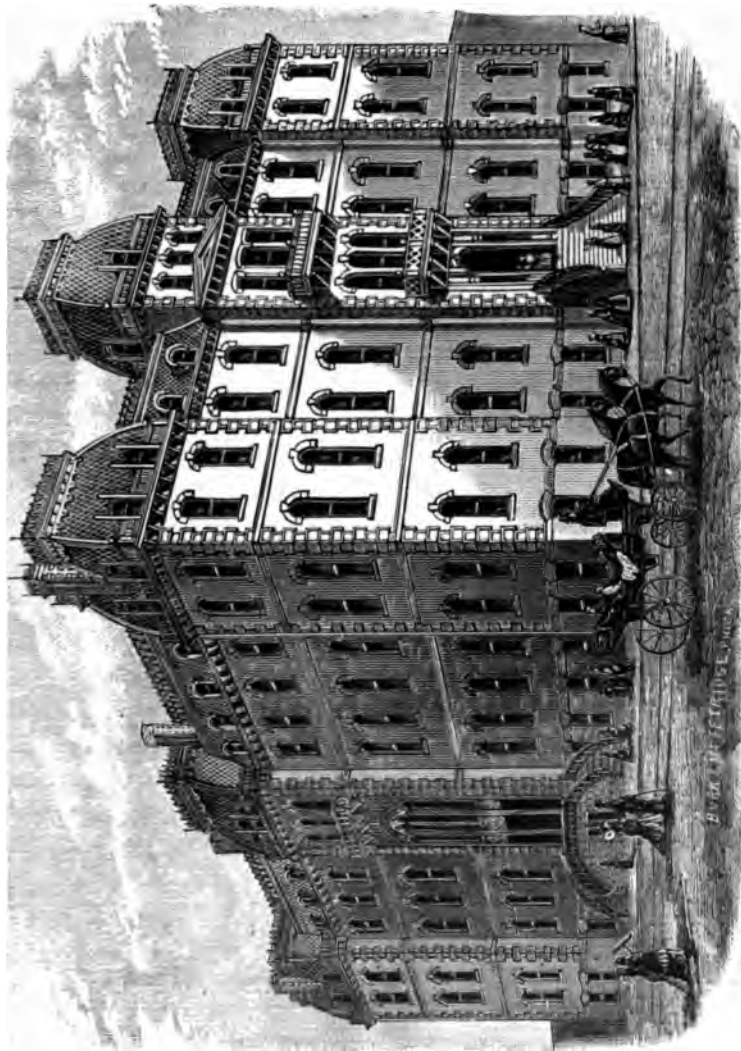
The discussion concerning public education that preceded the passage of the free school law of 1834, involved the question of the education of teachers. The friends of free schools were the friends of schools for teachers, and the two were generally spoken of as necessarily connected.

Walter R. Johnson, Principal of the Germantown Academy, in 1825 published a pamphlet in which he strongly urges the establishment by the State of "Schools for Teachers," and makes some admirable suggestions in regard to their organization and course of study. He presented his views on the subject to the legislative committees on education in 1833.

The Pennsylvania Society for the Promotion of Public Schools - the Society that did so much to secure the adoption of the free school system, repeatedly recommend in their reports the establishment of institutions for the training of teachers; and in their report for 1830 they take ground in favor of a Normal School for each "Congressional District" in the State, and were therefore the first

suggest the policy of dividing the State for Normal School purposes.

Fetterman, of Bedford, chairman of the Committee on Education the House of Representatives in 1831, commends the plan of



educating teachers in Colleges and Academies, then much in favor; it looks forward to the establishment of "two or more seminaries learning for the education of teachers."

The House of Representatives, in 1833, directed the Committee on Education to inquire into the expediency of establishing, at the expense of the State, a Manual Labor Academy for the instruction of persons to officiate as teachers in the public schools. Matthew of Philadelphia, for the committee, made a strong report favoring the measure and accompanying it with a bill. The school was to be located at or near Harrisburg, to have accommodations for two hundred students, and combined in its course of training, "agriculture and mechanical pursuits with intellectual and moral instruction the German and English languages." Each student after leaving the institution was expected "to engage as a teacher in the public schools of the Commonwealth for the term of twelve months." The bill did not pass, but that such a bill could have strong support in that early period is significant.

Governor Wolf advocated in his messages measures to secure good teachers, about as earnestly as he advocated measures to secure free schools. And Breck's free school bill, as reported from the committee in 1834, contained sections providing for the education of teachers, and appropriating eight thousand dollars a year for this purpose; but these sections, although strongly supported in the report that accompanied the bill, were omitted before its passage, on the ground that a new ship should not be too heavily freighted. The friends of education, however, did not consider the question settled, and they soon renewed their efforts in behalf of a measure they considered essential to the success of the system.

In October, 1836, a public meeting was called in Philadelphia "to consider the condition and improvement of institutions of public instruction in Pennsylvania." Dr. Ludlow, Provost of the University of Pennsylvania, presided. A "plan for a Teachers' Seminary" was presented by Rev. Gilbert Morgan, who had recently been President of the Western University, at Pittsburgh. This plan contemplated an independent institution, with a full faculty and course of study and an opportunity of practice in a large common school. It met with much favor from those present, and meetings were subsequently held at Harrisburg, Pittsburgh and other places, to forward the project.

Prof. Robert Cunningham, of Lafayette College, published, in 1839, a lecture in which he developed a plan of a Normal Seminary after the model of those in Prussia and other European countries and during the same year appeared the report of Alexander Dalla-

Bache, President of Girard College, on "Education in Europe," in which he gives an account of the "Seminaries for the preparation of teachers for primary schools" in Prussia, Holland, France and Switzerland. In 1843, Prof. Lemuel Stephens, of Philadelphia, in a letter from Berlin to the State Superintendent, presents his views of the Normal Schools of Germany, and lays down the principles which he thinks should govern the organization of similar institutions in Pennsylvania. An Act of the Legislature, approved March 10, 1840, provides "That there shall be, and hereby is established in the village of Joliet, in the county of Erie, an Academy for the instruction and qualification of teachers of common schools, and for the instruction of youth in the useful arts and sciences and literature in the English and other languages, by the name, style and title of the Joliet Academy and school for teachers." What was accomplished by this early school for teachers is unknown, but the movement establishing it was a significant sign of the times.

Every State Superintendent of Common Schools, from Burrowes, in 1836, to Curtin, in 1857, when the Normal School law was passed, contained recommendations in one form or another in favor of Normal Schools. Burrowes, in 1838, abandoning the plan of educating teachers in departments connected with Colleges and Academies, which he had previously preferred, advocates with much force the establishment of "separate free State institutions for the instruction of teachers." He thinks two such institutions, one in the east and the other in the west, might be sufficient for the present, but looks forward to the establishment of others in the northeast, north-west and centre. He would man each of them with six professors, and provide a comprehensive and thorough course of study in all the branches of an English education, with a "full and careful course of theoretic and practical instruction in the art of teaching." His plan includes model schools, and he sees no objection to admitting into the institutions thus organized students who do not intend to become teachers. In these propositions may be seen rude germs that were shaped twenty years later into the Normal School law. Shunk, 1840, recommends that the State be divided into Normal School districts, not more than five, and that as soon as convenient a school for teachers be established in each, beginning with one in a central location. Haines, 1849, urges the establishment of Normal Schools in each county, and a central institution of the same character, but of higher grade, for the whole State

Russell, 1850, favors a Teachers' Seminary in each Congressional district, with Model Schools for practice. Hughes, 1853, thinks there must be Normal Schools, but, in view of the expense of their establishment, proposes as a temporary substitute courses of instruction for teachers, to continue three or four months during their vacation. Curtin, 1856, advocates the establishment of Normal Schools with two departments, one for the improvement of teachers already engaged in teaching, and the other to furnish a regular course of professional instruction; and the same officer, broadening his conception of the want to be supplied, 1857, recommends, in substance, the provisions of the Act which was passed by the Legislature during the session of that year.

Outside of official sources, some effective work was done during the earlier years of the common school system to prepare the way for State Normal Schools.

At a meeting held at Pigeon Creek church, Washington county, November 23, 1849, resolutions were passed in favor of "well qualified teachers and a system of Normal Schools for their training;" also, proposing "a county committee to examine teachers, with authority to call a convention of teachers twice a year for instruction by lectures in the science of teaching." James Hamilton, of Carlisle, one of the earliest and most devoted common school men in the State, prepared a bill embracing "a plan and system of a teachers' Seminary" and, in 1839, placed it in the hands of the Superintendent of Common Schools. It provided for five schools to be located in different parts of the State, each to have suitable buildings, a Model School, six professors, and accommodations for two hundred and fifty students. In an Act, probably framed by the same hand, regulating the schools of the borough of Carlisle, passed in 1850, the board of school directors was authorized to establish a Normal School, with the privilege of admitting students from the country, outside of the district, upon such terms as might be agreed upon with other school boards. Directly after the passage of this Act, the Carlisle school board issued a call inviting each district in the county to send a delegate to a convention to mature a plan for the contemplated school, which it was proposed to open within a short time for a term of four months. The Convention was small and the school was never opened, but the effort was a seed that produced fruit in later years. The great educational Convention held at Harrisburg, in 1850, of which mention is made elsewhere,

adopted a resolution declaring that the State should establish two Normal Schools; and the State Teachers' Association from the time it was organized, in 1852, to 1857, seldom held a meeting at which some action was not taken calculated either to influence the Legislature or to better public sentiment on the Normal School question.

In a prospectus of the Pottsville Institute, dated September 24, 1832, among other advantages promised to students were familiar lectures on "schoolkeeping." The Joliet Academy, Erie county, incorporated in 1840, was conducted partially as a school for teachers. And all along, from 1834 to 1857, there were numerous Academies and Seminaries that advertised the possession of special facilities for the education of teachers; but the earliest school known to have been established and conducted as a distinctive Normal School was that of Dr. Franklin Taylor, at Kennett Square, Chester county, in 1852. "This institution," says an early circular, "is designed for the education of young ladies who wish to qualify themselves thoroughly for instructors in our common schools or higher institutions of learning." Dr. Taylor was elected County Superintendent of Chester county, in 1857, and soon after transferred the Kennett Square school to West Chester, where he associated with him in its management Fordyce A. Allen and Dr. Ellwood Harvey. Later it went into the hands of Prof. Allen alone, under whose direction it flourished for several years. In 1852, the board of directors of the city of Reading, at the request of the teachers, organized a Normal School, to be open on Saturdays for instruction in "the methods of teaching different branches, also of managing and governing schools." This was the first of many movements of the kind in the State, and the school is still continued. It has attached to it a good teachers' library, begun in 1853.

The tokens in the educational sky towards the end of the second decade after the adoption of the free school system were decidedly favorable to the early establishment of State Normal Schools; but several circumstances are still to be mentioned that had a direct bearing upon the coming of that important event.

The Hughes school bill of 1853 contained eleven sections providing for the establishment of teachers' schools. This bill was not acted upon by the Legislature; but, in 1854, the same bill, in a somewhat modified form, but without material change in its provisions in relation to teachers' schools, was again laid before the

Legislature and its passage asked for by the School Department. After some consultation in the Senate, where the subject was first considered, the friends of the bill deemed it expedient to drop the sections providing for teachers' schools, both for the reason that this feature seemed likely to jeopardize the passage of the bill as a whole and because it was foreseen that county supervision, if secured in the bill proposed, would soon make schools for teachers a necessity. While pending in the Legislature, the State Teachers' Association gave its unanimous approval to that part of the bill which concerned teachers' schools, and had a memorial presented to that effect.

The sections providing for teachers' schools struck out of the bill of 1854, though fathered by the School Department, were drafted mainly if not altogether by the hand that subsequently drafted the Normal School law of 1857, that of Thomas H. Burrowes; and in many respects the living law resembles the dead bill, although in others the two are wholly unlike.

The bill of 1853 and 1854 made provision for two teachers' schools, at the public expense, one in the eastern and the other in the western part of the State; for the purchase of lots each of four acres in size, the erection of buildings, with a hall capable of seating a thousand persons and rooms for Model Schools, libraries, apparatus and museums; for a faculty consisting of a Principal, three professors, teachers for the Model School and necessary assistants, with duties substantially as in the existing law; for the admission of two classes of students of both sexes free from all charges for tuition, the first to consist of practical teachers fresh from their work in the school-room and ready to pledge themselves to return to it, and the second of pupils from the common schools, one annually from each district, properly recommended by the respective school boards and willing to remain under training for three years, and then to engage in teaching common schools for a period of at least five years; for the granting by the faculty of certificates of competency to practical teachers who should attend the school for at least three months and be found qualified, and of more formal diplomas to regular graduates setting forth their character and qualifications and the branches which they were prepared to teach; and for the appointment of commissioners and the appropriation of money to carry the Act into effect.

As had been predicted by its friends, the county superintendency greatly increased both the necessity and the demand for bettering

the existing facilities for the preparation of teachers. Thousands of those who had previously been employed as teachers were found by the more rigid examinations instituted by the County Superintendents to be incompetent, and the vacancies thus created had to be supplied, and multitudes of others, warned of their deficiencies by the new grade certificates received, resolved to seek the earliest opportunity of improving themselves. Indeed, the whole profession was roused with a new ambition, and means of instruction of all kinds, schools, institutes for teachers, educational books and magazines, were sought with an eagerness previously unknown. During the first year of the superintendency, the Superintendents of Allegheny, Berks, Centre, Indiana, Lancaster, Mifflin, Perry and Somerset established, and to a greater or less extent directed, temporary schools for teachers; and their example was soon followed by the Superintendents of Cumberland, Juniata, Susquehanna, and perhaps other counties. In addition to these special schools for the improvement of teachers, Normal departments were opened in connection with the existing Academies and Seminaries in all parts of the State. Of the institutions thus quickly conforming their courses of instruction to the spirit of the times may be named Oxford Academy and Hampton Institute, Adams; Susquehanna Collegiate Institute, Harford; Meadville Academy, Crawford; Davis' Academy, Beaver; Wyoming Seminary, Presbyterian Institute and Madison Academy, Luzerne; University of Northern Pennsylvania, Wayne; Millersridge Academy, Indiana; Harford University, Susquehanna; and the Arcadian Institute, Schuylkill. The first projected of these efforts to supply the new demand for better qualified teachers, the largest, the most vigorous and the most complete in all respects, was the "Normal Institute" established and directed by the County Superintendent of Lancaster county in the spring of 1855, at Millersville. In its plan it included a full course of study divided into departments, a full faculty, theoretical and practical instruction in the science and art of teaching, Model Schools, scientific lectures, etc.; little being wanting that is now found in connection with the best equipped Normal Schools. The success of the school was without parallel in Pennsylvania; and the body of public-spirited citizens who owned the unfinished buildings in which the Institute was held, rising to the tide at its flow, determined to enlarge them and place the whole in condition for continuing the institution, so auspiciously begun, as a permanent county Normal School.

These movements on the part of school officers to improve teachers, and on the part of teachers to improve themselves, not only made more plain the necessity of Normal Schools, but seem to have worked an important change in the minds of those who were at that time engaged in shaping for the State a Normal School policy. I. Burrowes, when framing the Normal School sections of the school bills of 1853 and 1854, had favored the policy of Normal Schools established, owned and controlled by the State; in August, 1856, the close of the educational meetings at Williamsport, he announced as he states in an article in *Barnard's Journal*, that he had reached the conclusion that "Normal Schools, like other professional institutions, ought not to be established by and at the expense of the State and should be no further controlled by the State than is necessary to give value and authority to their diplomas." State Superintendent Curtin changed his views about the same time, for in 1855 he advocated distinctive State Normal Schools; in 1856, he proposed as a more practical plan, "a combination of the best elements of the State and the private school," and outlines the principal features of the bill he was about to lay before the Legislature.

The bill of 1857, to establish Normal Schools, was drawn by Thomas H. Burrowes. The Normal School sections of the bills of 1853 and 1854 constituted its basis; but the structure was much changed to conform to the new views its author had come to entertain on the subject. In preparing the bill, the Principal of the Normal School at Millersville, and doubtless the officers of the School Department, were consulted.

It should be noted as having a bearing on the history of the subject that during the legislative session of 1855, Benjamin Bannan, leading citizen of Pottsville, long officially connected with the public schools as a director, wrote a lengthy letter to Governor Pollock suggesting a plan of dividing the State into twelve or fifteen districts and establishing a Normal School in each, partly at the State's and partly at private expense, and presenting a cogent argument in favor of it. The letter was placed in the hands of Deputy State Superintendent Hickok, and was subsequently forwarded to I. Burrowes with the request that he should consider it in preparing a bill to be presented to the next Legislature. The division of the State into districts for Normal School purposes was not new; but the feature of Mr. Bannan's plan that was entirely original was the proposition that Normal Schools should be rather private than pu

lic institutions. This feature was adopted in the Act of 1857, and has distinguished the Normal School policy of Pennsylvania from that of most of her sister States.

Having placed a draft of his bill for the education of teachers in the hands of the State school officers, Dr. Burrowes left the duty with them of presenting it to the Legislature and looking after its passage through the Houses. It was first considered in the Senate, where an able report was read in its favor by Titian J. Coffey, of Indiana, Chairman of the Committee on Education. The bill so far as the records show met with no opposition; but those who closely watched its progress are free to say that it had numerous enemies who were only prevented from making an open attack upon it by skillful engineering on the part of the officers of the School Department and the members of the two Houses who coöperated with them in pressing the measure. The bill as passed and signed by the Governor possessed the following leading features :

1. The division of the State into twelve districts, with provision for establishing a Normal School in each.
2. The Normal Schools to be established and managed by private companies or corporations composed of contributors or stockholders. Annual reports to be made to the School Department.
3. The principal requisites for a Normal School under the Act to be grounds to the extent of ten acres; buildings large enough to accommodate three hundred students, with a hall of a capacity to seat a thousand persons; rooms for libraries and cabinets; at least six professors of liberal education, each to have charge of a department, with necessary tutors and assistants; a Model School with accommodations for one hundred pupils.
4. The course of study and qualifications of students for admission to be fixed by the several principals. The course of study to include the theory and practice of teaching.
5. One student to be admitted, annually, from each common school district within the Normal School district, at a cost for tuition of twenty dollars a year.
6. Practical teachers to be admitted for a month or longer at a cost of two dollars per month.
7. Examinations for graduation to be conducted by a board of principals, and the certificates or diplomas granted to be permanent licenses to teach.
8. The State Superintendent to approve the regulations for the government of the schools and the course of study adopted.
9. No inducement in money from the State, either present or prospective, was held out for the establishment of the Normal Schools. The prestige of their connection with the State and with the school system, and the power granted them of licensing teachers, were expected to bring them into existence as rapidly as they could be supported.

The Act had much inherent strength, as the result proved, but it

was soon found that it contained weak points that sadly crippled its working. These were partially removed in subsequent years by amendments intended for the most part to increase the power of the State in the management of the schools. This became the more necessary when the State began to aid the schools by appropriations from its treasury. Of this change of policy some account will be found elsewhere; we must now give a brief sketch of the history of the several institutions that became State Normal Schools under the Act, as follows: Millersville, Lancaster county, 1859; Edinboro, Erie county, 1861; Mansfield, Tioga county, 1862; Kutztown, Berks county, 1866; Bloomsburg, Columbia county, 1869; West Chester, Chester county, 1871; Shippensburg, Cumberland county, 1873; California, Washington county, 1874; Indiana, Indiana county, 1875; and Lock Haven, Clinton county, 1877.

MILLERSVILLE.

During the summer of 1854, a few citizens of the little town of Millersville, Lancaster county, desiring better educational advantages for their children than the country common schools afforded, agreed to unite in the establishment of an Academy, purchased ground, and commenced the erection of a building. The prime-mover in this enterprise was Rev. L. M. Hobbs, then and for some years previously a teacher in the common schools of the neighborhood. The citizens who most actively coöperated with Mr. Hobbs, and who constituted the building committee, were Barton B. Martin, Jacob R. Barr, John Brady, Daniel S. Bare and Jonas B. Martin, all residents of the village. To these must be added the names of Abraham Peters, Jacob M. Frantz, Dr. Peter W. Heistand and David Hartman, who a little later began a series of self-sacrificing efforts in behalf of the school, which continued many years. The building was unfinished in February, 1855, when County Superintendent Wickersham made his first official visit to the schools of the village.

As elsewhere, the working of the County Superintendency in Lancaster county made evident the necessity of teachers' schools, and before he had reached the end of his first series of examinations in the Fall of 1854, the County Superintendent announced his purpose of establishing one as a part of his official duty. The teachers of the county seconded the movement at an institute held at Hinkletown, in November, 1854, by passing a formal resolution urging the County Superintendent to carry the project into effect. Some steps

were taken looking towards opening the proposed school at Lancaster, but the visit to the schools of Millersville mentioned above brought about a change in the location. On that occasion, a lecture was delivered in one of the schoolhouses in which the proposed teachers' school formed a topic of discussion. Among other obstacles in the way, it was mentioned that the building that could be had in Lancaster was not altogether suitable. Two weeks later a messenger came to the County Superintendent, then in a distant part of the county, with an invitation to open his contemplated teachers' school in the new Academy building at Millersville, and stating that the trustees would agree to have it ready for occupancy, would charge nothing for its use, and in addition would contribute if necessary a thousand dollars towards the expenses of the school. After some consideration the proposition was accepted, and the school, under the name of the Lancaster County Normal Institute, was opened at Millersville, April 17, 1855, a day memorable in the annals of Pennsylvania Normal Schools. It continued in session for three months, the County Superintendent acting as Principal without compensation. There were about one hundred and fifty students in the Normal department, and one hundred and ninety pupils attended the Model Schools. So successful was the school, and so evident did it make the want it was intended to supply, that before its close the trustees of the Academy, aided by other interested citizens who then joined the movement, changed their original intention in regard to the character of the school, and resolved to enlarge their building and open a permanent Normal School. Their purpose was carried into effect; and in less than four months from the close of the Lancaster County Normal Institute, the Lancaster County Normal School, as the institution was then called, was ready to receive students. John F. Stoddard, who had served the Institute as Professor of Mathematics, and who was favorably known to the educational public as a teacher and author, was elected Principal; and associated with him as heads of departments were Robert T. Cornwall, who had occupied a chair in the Institute, and Edward Brooks, who eleven years later was advanced to the Principalship. At the opening of the Spring term, 1856, the County Superintendent returned to the school, bringing with him as before a large number of the teachers of the county, the permanent faculty for the time being acting under his direction. During the term, Prof. Stoddard gave up the Principalship, and after much hesitation the County

Superintendent was induced to resign his office and accept the vacant place. Thus James P. Wickersham became the head of the school whose foundations he had laid in the temporary Institute of the year before.

Soon after the passage of the Normal School law of 1857, preparation was begun at Millersville to bring the school up to its requirements. More ground was needed, additional buildings had to be erected, and it was necessary to spend large sums in furniture and equipment. There was then no promise or prospect of State aid, and the task that confronted the friends of the school was herculean. Among the means used to raise the required funds, a great mass meeting was held in a neighboring grove, at which addresses were delivered by Governor Pollock, State Superintendent Hickok, and prominent speakers from the several counties composing the district, Lancaster, York and Lebanon. The institution was at last ready for inspection, and on the second day of December, 1859, amid great rejoicing, it became the first State Normal School in Pennsylvania, and the model after which all the others were patterned.

Millersville was full of students when it became a State school and it continued so. Even the war with all its disturbing influences did not break in upon the flow of its prosperity; and after the war closed the rush of applicants was so great that although none were admitted for several years but such as desired to become teachers, large numbers could not be accommodated. The last year of Prof. Wickersham's administration closed with an attendance of six hundred and fifty-two in the Normal School, and one hundred and fifty-five in the Model School.

In 1866, Prof. Wickersham resigned the Principalship of the school to accept the position of State Superintendent of Common Schools offered him by Governor Curtin, and Edward Brooks was elected his successor. Prof. Brooks had been connected with the school almost from the beginning, was thoroughly acquainted with its working and had won high reputation as a teacher and author. He was born at Stony Point, New York, in 1831, and had distinguished himself as a teacher in that State before coming to Pennsylvania. He continued at the head of the Millersville school from 1866 to 1883, when he resigned. During his long administration, aided by generous contributions from the State, the buildings were much enlarged and improved, the faculty was increased, and their

work better distributed, and numerous additions were made to the apparatus and other means of instruction. The graduating classes were naturally larger during the administration of Dr. Brooks than previously, but the attendance of students remained without material change, the year 1883 closing with an attendance in the Normal School of five hundred and twenty-three, and in the Model School of one hundred and sixteen. The largest attendance was in 1871, when in the two schools respectively there were seven hundred and forty-seven and one hundred and thirty-seven. While at Millersville, Dr. Brooks wrote a series of Mathematical text-books, "Mental Science and Culture," "Methods of Teaching" and other works.

B. F. Shaub is now Principal of the Millersville School. He is one of its graduates, had taught in its faculty, and for eleven years before his election had acceptably served the people of Lancaster county as Superintendent of schools. The future prosperity of the school seems assured; and as to its past record, it may well claim to have done more to develop the science of education and to introduce improved methods of teaching than any other educational institution in the State.

EDINBORO.

Edinboro is a pleasant little town in the southern part of Erie county. Here is located the Normal School of the Twelfth District. This school owes its existence to no outside influence; it is exclusively a home-production, the result of the efforts of the citizens of the village and surrounding neighborhood. In the Autumn of 1855, a movement was begun with the object of founding an Academy. A subscription was started and a charter obtained. In 1857, a building was erected on a lot that had recently been a dense, wild forest. J. R. Merriman was elected Principal and opened the school. While this work was in progress the passage of the Normal School law became known and the possibility suggested itself of so increasing the grounds and enlarging the buildings as to bring them within the requirements of that Act. After much effort additional money was raised, the necessary ground was purchased and two more buildings were erected. The trustees were now heavily in debt and much in doubt as to the sufficiency of their work. In this emergency State Superintendent Hickok was induced to visit the place; but greatly to the disappointment of all concerned he informed them that creditable as was what they had done it was not nearly all that the law made necessary for a Normal

School. There was not a rich man in the village, but there were many with big hearts and free hands, and an extraordinary effort was successful in drawing from purses already well drained money sufficient to erect the buildings still needed; and in January 1861, the school was recognized as a Normal School by the State authorities. The cold of a winter day near the lakes could not chill the rejoicings of a people who had accomplished what they had long striven for. Of the citizens foremost in the good work there must be named Isaac R. Taylor, E. W. Twitchell, and William Campbell.

James Thompson became Principal during the construction of the buildings. He was a graduate of Union College, a warm friend of popular education, an excellent scholar and very thorough in his teaching; but as he had spent most of his life either in charge of small select schools or as a professor in a College, he lacked the practical talent necessary in the management of the miscellaneous throngs of students that gather into a Normal School. He resigned the position in 1862, and Joseph A. Cooper, a Professor in the institution, was placed at its head, where he has remained to the present time. Prof. Cooper is a native of New York, a graduate of Yale College, a fine scholar and a good teacher. He is admirably endowed with the practical common sense that is not less necessary to success in a school than in other kinds of business. The school when he took charge of it had less than a hundred students; the first catalogue he issued contained the names of two hundred and ninety, and there have been years since that time when seven hundred students crowded the Normal Department. From time to time, the grounds have been improved and beautified, new buildings have been constructed and the old ones altered and repaired, libraries, reading-rooms, collections of apparatus and objects for illustrating the natural sciences have been supplied, until the school is now well equipped and well adapted to its high purpose.

MANSFIELD.

The third State Normal School in the order of recognition, is located in the borough of Mansfield, Tioga county. No other school in the State has changed Principals so frequently or passed through so many vicissitudes. In 1855, an organization was formed at Mansfield for the purpose of establishing a classical Seminary under the patronage of the East Genesee Methodist Episcopal

ference. The principal originators of this movement were J. S. Ward and Dr. J. P. Morris. The school was opened in January, 1857, J. R. Jacques, Principal. Three months after, the building was burned. Another was erected in 1859, the effort taxing most liberally the resources of this community of men of small means. In 1861, J. Landreth became Principal of the school when opened in a new building, but within a year E. Wildman succeeded him. In 1862, the institution applied for recognition as a State Normal School, and although in most respects it was far short of the requirements of the law, a generous feeling, on the part of a committee of inspection appointed by Superintendent Burrowes, towards the people who had invested in the enterprise all they could afford more, induced the granting of the application. The citizens to whom the institution is most indebted for efforts in its behalf are its brothers S. B. Elliott and Dr. C. V. Elliott.

Rev. W. D. Taylor was the first Principal of the Normal School, but within a short time Fordyce A. Allen was elected to the position. Prof. Allen was a prominent figure in Pennsylvania schools from 1848, when he conducted one of the first teachers' institutes held in the State, to 1880, when he died at Mansfield. He was born in Massachusetts in 1820, came when very young with his parents to Mansfield in this State, the scene of the labors of his father's life, picked up such knowledge as he could in the common schools of the day and attended for a short time an Academy in New York, commenced teaching at the age of nineteen, and in 1845, entered upon the work for which few men were better fitted and of which no one in the whole country did more, giving instruction at teachers' institutes. He was Principal of Smethport Academy, and in 1854, he was elected the first County Superintendent of Kean county, and although his salary was only two hundred and fifty dollars a year, he performed in full measure the duties of office. In 1858, he became connected with the private Normal School at West Chester whence he was called, in 1862, to the Principality of the State Normal School which had been established at his old home, Mansfield. Here he introduced many improvements and drew students to the school from all parts of Pennsylvania. In 1867, he established in connection with the Normal School a school for soldiers' orphans intending to use it for the purposes of a Model School. Prof. Allen resigned, in 1868, and was succeeded by J. D. Strait. Prof. Strait died soon after his election and Charles H.

Verrill took the vacant place. He continued to act as Principal until 1873, when J. N. Fradenburg was elected. Two years later, Prof. Verrill returned to the charge, but was succeeded, in 1877, by Prof. Allen, who thus became Principal a second time and continued to act in this capacity until his death. During 1873 and 1874, a large additional building was erected and the old one was much changed and improved. A good supply of apparatus and other appliances was procured about the same time. The school has never been as large as the two older schools at Millersville and Edinboro, but it has sent forth many more graduates in proportion to the number of students in attendance than either of them. D. C. Thomas has had charge of the school since the death of Prof. Allen, and it has never been more prosperous or promising. Prof. Thomas is a scholar, has had large experience as a teacher, has increased and broadened his knowledge of schools by foreign travel, and is ambitious to make the school a model in the work of training teachers.

KUTZTOWN.

Berks is one of the most distinctive German counties in Pennsylvania, and the village of Kutztown is located in one of the most distinctive German parts of it. Here, in 1836, was established Franklin Academy, which flourished for some years. From its seed sprang, in 1860, mainly through the efforts of Rev. J. S. Herman, Fairview Seminary. This institution under the charge of H. R. Nicks, gave some attention from the beginning to the preparation of teachers. The President of the Board of Trustees, Rev. B. E. Kramlich, in 1862, suggested the idea of converting it into a Normal School; and as early as 1857, H. H. Schwartz, then County Superintendent of Lehigh county, now a Judge in the Berks County Courts, named Kutztown as a proper place for the Normal School of the Third District, consisting of Berks, Lehigh and Schuylkill counties. In 1865, Maxatawny Seminary, by which name the school was then called, possessed a good building commanding a magnificent view of the surrounding country, five acres of ground and an attendance of nearly one hundred students. At this time John S. Ermentrout, then County Superintendent of Berks county, connected himself with the school for the purpose of giving normal instruction to the large number of teachers who had been gathered there through his influence. The success of this movement converted Maxatawny Seminary into a State Normal School. With

at liberality and public spirit the citizens of the village and neighborhood, prominent among them the Hottensteins, the Biebers, Gerasch, David Schaeffer and others, united in purchasing acres more ground, and in the erection of additional buildings to comply with the conditions of the Normal School Act. The corner-stone of the new building was laid September 17, 1865, in the language of Prof. Ermentrout the work was dedicated to the honor of Almighty God, to the service of a sound Christianity and to the educational interests of the State of Pennsylvania. On the thirteenth of September, 1866, the school was duly elected and recognized as a State Normal School.

John S. Ermentrout was the first Principal of the Kutztown school, serving from 1866 to 1871. Prof. Ermentrout was born at Womelsdorf; graduated at Marshall College, taught a select school in Reading and was serving his third term as County Superintendent of Lehigh county when elected Principal of the Normal School he had much to found. The school prospered, but for reasons of a private character Prof. Ermentrout resigned in 1871. After a short interval, Rev. A. R. Horne succeeded him and continued to act as Principal until 1877, when the present Principal, Nathan C. Schaeffer, was chosen to fill the place. Prof. Horne is a graduate of Pennsylvania College. Early in his career he opened a normal and classical school at Quakertown, Bucks county, in which he prepared many young men for teachers; and, later, he was Superintendent of schools in Williamsport. For many years he has conducted an educational periodical called the "Educator." Dr. Schaeffer was born within a few miles of Kutztown, was one of the three students of the Fairview Seminary on its opening day, attended the Normal School, graduated at Franklin and Marshall College, taught in the Normal School and for a few months following the resignation of Prof. Ermentrout was its acting Principal, travelled and studied in Europe, returned and for a time was Principal of the Academy connected with his *Alma Mater*. During his administration, the Normal School buildings have been greatly enlarged, the facilities for instruction have been much improved, and the school has drawn to constantly increasing numbers of students. Among the citizens who have been most active in promoting the interests of the school may be named Rev. B. E. Kramlich, H. H. Schwartz and Col. Thomas G. Fister.

BLOOMSBURG.

On an eminence overlooking the borough of Bloomsburg, Columbia county, and commanding a magnificent view of some of the finest scenery in the State, stand the buildings of the Normal School of the Sixth District. As a Normal School the institution dates from February 19, 1859.

A body of citizens, under the leadership of Rev. D. J. Waller, established an Academy in Bloomsburg, in the year 1839. This institution was at times very flourishing, but as the common schools grew strong it seems to have grown weak. In 1856, some of the same persons who had established the Academy, with others, obtained a charter for an institution they called the "Bloomsburg Literary Institute;" but nothing was done under it for some years. In April, 1866, a stranger came to Bloomsburg and opened as an experiment, a small select school. He was a man of uncommon energy, skilled in school management, and soon his rooms were crowded with pupils. This stranger was Henry Carver. As a result of the interest in education created by Prof. Carver's school, a permanent institution of learning was projected, the charter of the Bloomsburg Literary Institute was resurrected and found available, a site was purchased, a building was erected and a school opened under the name they found ready to their hand in the charter they had appropriated. The organization under which this work was done consisted of Rev. D. J. Waller, President, L. B. Rupert, William Robinson and William Neal, of the original founders of the Academy, together with William Snyder, J. K. Grove, Elias Mendenhall, E. C. Burton, J. G. Freeze and Robert F. Clark.

In the Autumn of 1867, the State Superintendent, having an official call to the northeastern part of the State, passed Bloomsburg on the railroad in the evening. From a window of the car he saw the newly-erected structure ablaze with light from the students' lamps, which seemed to shine from every part of it, and the thought occurred to him that the location would be a good one for a State Normal School. He sought an early opportunity to deliver an address in Bloomsburg, advocating the conversion of the institution of learning the citizens had established into a State Normal School. The meeting was held in the large hall of the school building, which was filled to overflowing. The result was the purchase of additional ground, and the erection of a large boarding-house during the following summer. The corner-stone was laid by Governor Geary

in the presence of an immense assemblage of people, June 25, 1868. Accepted by the State authorities, the school commenced its Normal work in April, 1869. In September of that year there were one hundred and fifty students in the Normal department and eighty in the Model School.

Prof. Carver acted as Principal until in the Fall of 1871. His resignation was unexpected, and for a time the school seemed almost rudderless, and could hardly be said to have a permanent head until the election of Dr. T. L. Griswold, in 1873. These were dark days for the school, and the bravest among its friends, oppressed by the weight of its debt which they were compelled to bear, wearied by the cares its management involved, and discouraged by the decreasing number of its students, almost despaired of success. The school was just fairly on its feet under Dr. Griswold, when, ten days after the opening of the school, the fourth of September, 1875, a terrible fire left the main building, which had probably cost forty thousand dollars, in ashes. Plucking up courage from the depth of this despair, a new building was erected the following summer on the site of the old one, but larger, handsomer, and much better suited to the purpose. D. J. Waller, Jr., was elected Principal in 1877, and has continued to discharge the duties of the place to the present time. He was born in Bloomsburg, is the son of the D. J. Waller who assisted in founding the institution, is a graduate of Lafayette College, and discharges the difficult duties of the place with ability and tact. The school is now verily a city set on a hill, giving light to the whole country for fifty or a hundred miles around it. In addition to the persons already named as active in founding the school, among its firmest friends in every trial have been William Elwell, Samuel Knorr, John A. Funston, Daniel A. Beckley and Charles G. Barkley.

WEST CHESTER.

At the time the country was about to engage in the second war with Great Britain, and while the clash of arms resounded along our borders, the public-spirited citizens of West Chester were engaged in the laudable work of organizing an Academy, which long years afterwards was destined to become the foundation of the West Chester State Normal School. Within two years from the time the first meeting was held in the Court-house to consider the subject, September 26, 1811, a substantial building had been erected, and the school was ready to open. For nearly sixty years the Academy

continued in operation, furnishing a good education to several generations of the young men of Chester and adjoining counties. A society known as the "Chester County Cabinet of Natural Science" was organized at West Chester in 1826, and after having erected and occupied for many years a three-storied building in which were housed a good library, a museum of curiosities, and collections of nearly all the known minerals, plants, mammals, birds, reptiles and insects to be found in Chester county, as well as numerous specimens from abroad, the whole property was conveyed to the trustees of the West Chester Academy for use in its courses of instruction. But the time came when the Academy grew old, and its methods of teaching were considered obsolete. The trustees, therefore, discerning the signs of the times, after careful deliberation among themselves and free consultation with the State Superintendent of Common Schools, resolved to dispose of the property, and make use of the money thus obtained in establishing a Normal School under the Act of 1857. In accordance with this resolution an Act of the Legislature was obtained authorizing them to sell the real estate, from which they realized the sum of twenty-eight thousand dollars. Over fifty thousand dollars in addition were raised by subscription. With these funds and the appropriations made by the State, a magnificent building of green serpentine faced with white marble, was erected on a beautiful site near the borough. The corner-stone was laid by State Superintendent Wickersham, September 14, 1870, when addresses were delivered by him, Dr. Wilmer Worthington, the prime-mover in the project, and Rev. William E. Moore, one of its firmest friends. The inspection of the State authorities took place in February, 1871, and the institution became the fifth in the family of State Normal Schools. A public meeting held in the Court-house to celebrate this event, was presided over by Dr. Worthington, and addressed by Joseph J. Lewis, who had from the first taken a deep interest in the school, Col. John W. Forney, one of the inspectors, the State Superintendent, and County Superintendents Baker of Delaware, Eastburn of Bucks, and Maris of Chester.

The school opened September 25, with one hundred and sixty students. E. H. Cook, a New England teacher of high standing was the first Principal. He remained at the head of the school but a single year, when William A. Chandler was chosen. His term of service, however, was no longer than that of his predecessor. Prof.

Chandler's successor was George L. Maris, a native of Chester county, graduate of Michigan University, a practical teacher and popular in the county as County Superintendent of schools, in which office he had served one term. Under the energetic administration of Prof. Maris, the school largely increased its attendance of students, a wing was added to the building, and the facilities for instruction were much improved. Prof. Maris resigned in 1880 and was succeeded by George M. Philips, under whom another wing has been erected and still the buildings are too small to accommodate all the students who apply for admission. Prof. Philips was born in Chester county, is a graduate of Lewisburg University, taught in the Normal School over which he presides, was subsequently elected to a chair at Lewisburg, whence he was called to the Principalship at West Chester. In his hands the future success of the school is assured.

SHIPPENSBURG.

Cumberland county has a very creditable record on the question of Normal Schools. James Hamilton, of Carlisle, nearly twenty years before the passage of the Act of 1857, prepared and placed in the hands of State Superintendent Shunk a bill providing at the public expense for the establishment of five Normal Schools in different parts of the State, each to have six instructors and a Model School with one teacher. By a law passed in 1850, the board of school directors of Carlisle was authorized to establish a Normal School and to open it to students from the county. The plan contemplated a Model School and a course of thorough instruction for teachers. In December, 1857, the teachers' institute, in session at Newville, appointed a meeting of directors, one from each township, to consider the feasibility of establishing a Normal School for Cumberland county. This committee agreed to accept the generous proposition of citizens of Newville to furnish gratuitously the necessary buildings, and the school was opened under the principalship of the County Superintendent, Daniel Shelly. This school held successful sessions in 1858, 1859 and 1860. In 1865, the citizens of Newville pledged twenty-one thousand dollars towards the expense of establishing a State Normal School at that place, but no further steps were taken in the matter.

Some years after Newville dropped the project, Shippensburg took it up and carried it forward to completion. After some preliminary talk upon the subject by the citizens of the town, a public meeting

was called and State Superintendent Wickersham invited to address it. This was done, resulting in a resolution to make Shippensburg the seat of the Normal School of the Seventh District. A call for subscriptions was liberally responded to, a charter was obtained, site was chosen, in August, 1871, the corner-stone of the building was laid with imposing ceremonies, and Feb. 21, 1873, the school was accepted by the State, the Legislature having previously aided it to the extent of fifteen thousand dollars. The cost of ground, buildings, furniture and equipment, was estimated at one hundred and fifty thousand dollars. The citizens most active in the work of establishing the school were John C. Hays, John A. C. McCune, Edward J. McCune and George R. Dykeman.

George P. Beard was the first Principal. Prof. Beard was born in New Hampshire, and had previously served as the Principal of the Normal School in the State of Missouri. Rev. I. N. Hays succeeded him in 1875. Three years later E. A. Angell became the head of the school, followed in 1879 by B. A. Potter, who at the end of three years gave place to S. B. Heiges. Prof. Heiges was an instructor in the first teachers' school in the county, that under the direction of County Superintendent Shelly in 1857, and subsequently served as County Superintendent of York county and as a teacher in the York Collegiate Institute. The school has suffered greatly from these frequent changes in the principalship, and from financial embarrassment and disunity in the Board of Trustees; but it is well located, possesses commodious buildings and an ample equipment, is the centre of a rich and beautiful country, has now at its head a man well qualified for the place and fully meriting the confidence of the educational public, and there is no doubt of its final success.

CALIFORNIA.

On the Monongahela river, near the little town of California, Washington county, is located the Normal School of the Tenth District. It became a State school in 1874; but this result was the product of a long line of antecedent circumstances. As in other counties, the County Superintendency created a pressing demand for teachers' schools. To meet it, J. H. Langdon, County Superintendent, opened temporary Normal Schools, at Millsboro in 1858, at West Middletown in 1859, and at Monongahela City in 1860. All of them were well attended. Influenced by the success of these movements, Thomas J. Horner erected a building at Millsboro and

opened therein, 1862, what was designed to be a permanent Normal School. The school, under the name of the "South Western Normal School," had not been long in operation when Prof. Horner died, and his principal teachers, A. J. Buffington and J. C. Gilchrist, seeing little prospect of obtaining State recognition for the school, accepted an invitation to go to California, where the project of establishing a State Normal School had been for some time under consideration.

An Academy had been in operation at California since 1852. Its effect was to so elevate the educational aims of the community that from the time the success of the experiment of the Normal School at Millersville, in 1855, became known, the undertaking of a similar enterprise was freely discussed. Foremost in pushing forward the movement was Job Johnson, a lone Quaker in this Scotch-Irish country, and a man of great public spirit. An attempt was made in 1859 to secure the passage of an Act by the Legislature incorporating the Academy with the privileges of a State Normal School, without the conditions imposed by the general law, but this ill-advised proceeding was arrested by a veto from Governor Packer. A charter was, however, granted by the Legislature, in 1865, to an institution of which the existing Academy was to be the nucleus, and which was to bear the name borrowed from the Horner School at Millsboro, "South Western Normal College," "until and before the time it may be recognized as a State Normal School." Gilchrist and Buffington, after coming from Millsboro, were in accord with the California people in their plans concerning a State Normal School, and while in their charge the Academy was united with the newly chartered Normal College. Gilchrist was elected County Superintendent in 1866, and Buffington remained at the head of the school. The State Superintendent visited the place, a site was selected for the school, and some progress was made in the erection of buildings; but it was found impossible to secure subscriptions from citizens to any large amount without a guarantee that the State would accept the institution when completed as proposed, and the project stood still. Under the circumstances, application was made to the Legislature for aid, and in 1869 the following Act, entitled an Act to aid the South Western Normal College of Pennsylvania, was passed:

SECTION 1. That whenever the trustees of the South Western Normal College, located at California, Washington county, incorporated by an Act approved the sixteenth day of March, one thousand eight hundred and sixty-

five, shall obtain from the Superintendent of Common Schools an approval of the location of said College, with reference to its becoming a State Normal School for the Tenth Normal School District, and also of the plans of the buildings now in course of erection, he shall issue, annually, during the three years next succeeding the approval of this Act, a warrant of five thousand dollars upon the State Treasurer from money not otherwise appropriated in favor of the trustees of said College: *Provided*, That the President of the Board of Trustees at the time of the applying for the issue of the first warrant shall certify to the Superintendent of Common Schools, under oath or affirmation, that said College has a *bona fide* subscription fund for the erection of its buildings of at least twenty thousand dollars, and that there is expended in the erection of their buildings a sum of at least ten thousand dollars, and at the application for the second warrant that there is expended an additional sum of at least fifteen thousand dollars since the preceding warrant was issued and at the application for the third that there is expended an additional like sum.

SECTION 2. That the said South Western Normal College shall have none of the privileges of an Act establishing Normal Schools, approved the twentieth day of May, one thousand eight hundred and fifty seven, until it is duly recognized as a State Normal School; and that the State Superintendent shall be invested with such authority over said College as he now exercises over the recognized Normal Schools of the State.

SECTION 3. That the said South Western College shall not be diverted from its design of training teachers for the Common Schools of the Commonwealth, without refunding to the State such money as it may receive under this Act; and that prior to its acceptance as a State Normal School, no conveyance of property of said College to any party or parties shall be valid unless said conveyance shall receive the signature of the Superintendent of Common Schools.

This Act marked an important change in the policy of the State in relation to the Normal Schools. The law of 1857 held out no promise of help to liberal citizens in establishing a Normal School, and no assurance was given that their work when done would be accepted. They subscribed money, performed labor, incurred responsibilities, trustingly, not even being certain of obtaining the collateral advantages offered by the law, and expecting nothing more. This was the condition of things under which all the earlier schools were established; the school at California and those at Shippenburg, Indiana and Lock Haven were built up under the stimulus of laws guaranteeing both State recognition and State appropriations.

Prof. Gilchrist had continued to have an interest in the California school during his term as County Superintendent, and, at its close in 1869, took charge of it as Principal. By his energy the buildings were pushed rapidly forward towards completion, the central one being ready for occupancy in the Spring of 1870. The school had

not continued long in its new quarters when Prof. Gilchrist resigned and removed to Iowa, where he became Principal of the Normal School of that State. G. G. Hertzog, one of the instructors, assumed temporary charge of the California school; and, in 1871, Rev. C. L. Ehrenfeld was elected Principal. Through his efforts a special appropriation of ten thousand dollars was in 1872 obtained from the State; and with this sum the buildings were made ready for inspection, and in May, 1874, the long-delayed State recognition of the school took place. Says the Principal: "The day of recognition; the enthusiasm of the multitude present; the outbreak of joy, solemn and tearful with many, when the decision of the Committee was announced at the public meeting in the College chapel; the fire and elevation of the speeches; the singular impressiveness of the meeting, as if the muses and all the virtues and religion were hovering over the assembly, and had kindled a divine warmth in all hearts, and had loosened the tongues of the orators in unwonted eloquence—these things have consecrated the opening of the school's new era in the hearts of very many."

Shortly after the school was accepted as a State school, an additional wing was erected, and since that time many improvements have been made in grounds, buildings and equipment. Dr. Ehrenfeld was called, in 1877, to a clerkship in the School Department, and was soon after appointed State Librarian. He is now a Professor in Wittenberg College, Springfield, Ohio. His successor at California was George P. Beard, who had left Shippensburg. Prof. Beard, who did much to build up the school and increase its facilities for study, resigned in 1883, and T. B. Noss, the vice-principal of the school, was placed at its head. Prof. Noss is a Pennsylvanian by birth, graduated at the Shippensburg Normal School in 1874, and at the University of Syracuse, New York, in 1880, spent six months in Europe in travel and study, and had taught in several institutions before he became connected with the California school. It should be added that the largest contributor to the school and the leading spirit for many years, in pushing forward the enterprise was John N. Dixon.

INDIANA.

The Normal School of the Ninth District is located at Indiana. The discussion among the citizens that led to its establishment began in 1869. Some eighteen or twenty thousand dollars were then subscribed in aid of the project but there the movement stopped. In

1871, mainly through the efforts of Gen. Harry White, then a State Senator, an Act was passed to aid the Indiana Normal School similar to the Act of 1869 granting aid to the school at California. This infused new life into the movement. The subject was considered at the county teachers' institute held in the Fall of 1871, subscriptions were resumed and from that time the work was pushed forward vigorously. A beautiful site was chosen a little west of the town; the ground was purchased; plans of buildings were prepared; the approval of the State Superintendent of what had been done was secured after a personal visit of inspection on the part of that officer; the building, an immense structure, two hundred and twenty-one feet long and one hundred and fifty feet in depth, with two wings each one hundred and thirty-five feet by forty-five feet, the whole four stories high, was placed under contract, and the school was finally inspected and recognized as a State institution on the twenty-first of June, 1875, in the presence of an immense audience of rejoicing citizens. Among those who shared in the effort to establish the school and in the anxiety and self-sacrifice the undertaking required, none deserve such high honor as John Sutton and Silas M. Clark. The school is their monument—they will need no other.

The Indiana school was attended the first session by some two hundred and twenty-five students, and the prospect was fair for doubling the number in the near future when it was discovered that the Principal, Edmund B. Fairfield, D. D., LL. D., able, scholarly, and eloquent as he was, knew little about the management of a Pennsylvania Normal School, and the bright expectations of the institution seemed likely to be disappointed. At the close of the first year, however, the Principal and a number of the faculty resigned, and a new teaching force was organized. David M. Sensenig, a graduate of the Millersville Normal School and long a teacher there, was placed at the head of the school; and although modest and unpretentious, he was able to restore health to the broken institution and regain for it in some measure its lost popularity. Owing to ill-health, Prof. Sensenig, in 1878, declined a réélection, and John H. French was chosen Principal. Dr. French had been State Superintendent of schools in Vermont, had written a number of school text-books and had taught successfully in this State at teachers' institutes and at the State Normal School at Mansfield. The school continued to grow stronger during his administration, but he remained connected with it only two years. L. H. Durling

was then called from the superintendency of schools in the city of Allegheny to the vacant Principalship, and still continues in office. Prof. Durling is an Ohio man. After teaching several terms in different places, he graduated at the National Normal University at Lebanon, Ohio. Some two years later, he came to Pittsburgh and was elected Professor of Natural Science in the Central High School which position he held until elected Superintendent of the school of Allegheny. His success at Indiana is proven by the large increase of students, the buildings being filled as never before in the history of the school.

LOCK HAVEN.

It was well known that the State Superintendent of Common Schools as early as 1867, was anxious to see a State Normal School established in the Eighth District, composed of the counties of Centre, Clearfield, Clinton, Elk, Cameron and Potter. He had so stated at public meetings, and meetings of teachers held within the district, and in correspondence with persons interested in the subject. In the Spring of 1869, at the request of citizens of the town, he made a special visit to Emporium, and spent a day in that locality in an effort to select a suitable site for such a school. Lock Haven was sufficiently central within the district to be an eligible location, and the Normal School question was discussed there as elsewhere. A. N. Raub was at that time Principal of the Lock Haven High School, and as he was a graduate of a Normal School and well acquainted with the requirements, working and advantages of such an institution, he was the natural leader in the discussion. He found a ready listener and a warm friend of the project in Rev. G. W. Shinn, Rector of St. Paul's church; and, among the other citizens who at this early day looked most favorably upon the enterprise, or later stood most firmly by it, were Philip M. Price, Seymour D. Ball, George O. Deise, L. A. Mackey, Warren Martin, O. D. Satterlee, William Parsons, T. P. Rynder and J. H. Barton. The movement grew stronger as the discussion proceeded, but the first public action respecting it was taken at the teachers' institute held in October, 1869. The State Superintendent on that occasion went to Lock Haven on purpose to deliver an address to teachers and citizens on the subject of "A State Normal School at Lock Haven." At the close of the address, Philip M. Price arose and offered to donate all the land that might be needed for the school. Other proffers of aid followed, and a good beginning was made. County Superintendent Strayer

in his report for 1870, says, "This year's institute will always be remarkable from the fact that the project for locating here the Normal School for the Eighth District, had its origin in it. The stirring address of the State Superintendent, to the teachers and citizens on the Tuesday evening of the session, put the matter in motion and it has grown most encouragingly." The institute was followed by several public meetings of citizens held in the interest of the movement, Mr. Price's generous donation, valued at five thousand dollars was accepted, subscriptions were obtained, the institution was chartered, plans of buildings were adopted, and the work of construction was begun. In 1872, the Legislature came to the aid of the school at Lock Haven as had been done in the case of the schools at California, Shippensburg and Indiana; but even with this assistance, it was found exceedingly difficult to push forward the work with much rapidity, and it was not until July 4, 1873, that the corner-stone of the main building was laid, and the State inspection and recognition was delayed until September, 1877. This event gave great joy to the whole people of the city and county, who thus at last were able to gather the harvest, the seed of which they had sown eight years before, and whose growth, threatened by many dangers, had been a source of constant anxiety and trouble.

A. N. Raub was the first Principal of the Lock Haven School, and continued at its head from 1877 to 1884, when he resigned. He is a native of Lancaster county, and was one of the earliest graduates of the Normal School at Millersville. At the time of his election he had taught public schools of different grades, served for a time as Professor in the Normal School at Kutztown, been Principal of the High School and City Superintendent of schools in Lock Haven and County Superintendent of Clinton county, and was well known to the educational public of Pennsylvania as an instructor at teachers' institutes. He has written text-books on Reading, Grammar, Arithmetic and Teaching. Prof. Raub is a skillful teacher and under his management the school while not largely attended graduated a number of classes of unusual size. Prof. Raub was succeeded by George P. Beard who had previously been connected with the schools at Shippensburg and California.

There is much condensed history in the following tables, compiled from the annual reports of the Department of Public Instruction:

TABLE SHOWING THE NUMBER OF STUDENTS IN THE NORMAL DEPARTMENTS OF THE SEVERAL STATE NORMAL SCHOOLS SINCE DATE OF RECOGNITION.

Years.	Millersville .	Edinboro . .	Mansfield . .	Kutztown . .	Bloomsburg .	West Chester.	Shippensburg.	California . .	Indiana . . .	Lock Haven .
1859	394									
1860	443	137								
1861	449	109								
1862	474	192								
1863	529	349	192							
1864	565	584	197							
1865	652	570	249							
1866	652	425	321							
1867	654	282	343							
1868	558	397	268	388						
1869	558	455	225	240						
1870	723	455	251	301	281					
1871	747	438	222	215	227					
1872	599	389	212	250	191	194				
1873	606	520	218	299	141	209	217			
1874	718	553	242	381	207	289	382	134		
1875	739	693	205	410	257	256	329	255	145	
1876	427	594	178	360	260	231	201	283	256	
1877	602	533	229	312	223	203	218	228	222	
1878	669	605	280	215	180	175	212	366	341	200
1879	601	522	284	262	187	179	177	344	211	192
1880	492	463	259	312	214	205	177	309	271	198
1881	569	476	212	348	224	259	187	351	282	145
1882	503	511	186	424	237	331	162	355	314	142
1883	523	437	210	478	258	348	165	339	316	215
1884	499	426	259	431	272	402	181	333	387	215

TABLE SHOWING GENERAL STATISTICS OF STATE NORMAL SCHOOLS.

Schools.	Date of Recognition.	Whole No. of Students in Normal Department to 1884	Average No. of Students in Normal Department to 1884	No. of Professors and Teachers, 1884	Number of Graduates, 1884	Present Value of Property, 1884	Amt. of State Appropriations to Schools, 1883	Amt. of State Appropriations to Students, 1883
Millersville . .	1859	14,477	579	23	717	\$217,170 23	\$70,000 00	\$103,809 64
Edinboro . . .	1861	10,833	451	14	280	114,920 00	70,000 00	76,252 52
Mansfield . . .	1862	5,181	236	11	484	96,425 00	95,000 00	51,742 59
Kutztown . . .	1866	5,969	332	16	277	126,092 16	75,000 00	54,967 45
Bloomsburg . .	1869	3,359	224	14	325	150,610 00	130,000 00	29,278 70
West Chester .	1871	3,341	257	21	186	206,186 77	75,000 00	21,625 10
Shippensburg .	1873	2,608	217	10	233	170,600 00	112,000 00	24,194 94
California . . .	1874	3,287	299	10	242	106,350 00	75,000 00	32,337 51
Indiana	1875	2,745	275	15	156	197,641 00	103,000 00	20,076 10
Lock Haven . .	1877	1,307	187	11	315	124,705 54	80,000 00	25,064 59

CHAPTER XXVIII.

THE RISE OF THE TEACHERS' PROFESSION.

AGENCIES FOR THE IMPROVEMENT OF TEACHERS: ASSOCIATIONS, INSTITUTES,
MAGAZINES, BOOKS.

NORMAL Schools are not the only means adopted for the improvement of teachers. Other agencies usually antedate and lead up to them. The professional instinct among teachers first prompts the formation of associations for mutual counsel and instruction, and out of these in due time grow a literature in the shape of periodicals and books. Finally schools for the preparation of teachers are established and the profession becomes consolidated and efficient in the accomplishment of its objects. The preliminary agencies which gave rise to the teachers' profession in Pennsylvania are the subject of the present chapter.

For more than a hundred years after the founding of the first English school in Pennsylvania, it is almost vain to look for any organization among teachers. They were too few in number and too much scattered to hold meetings had they been so disposed, and many were not disposed because the schools they taught were either under sectarian influence or competing for patronage. Nor did they see much necessity for study or aid in the performance of their plain duties. Few among them had any idea that the right teaching of a school is a work of high art with principles underlying it as profound as any with which the human mind ever grappled, and with a practice based upon them wonderfully complete and difficult. The possibilities that lie in the soul of a child, ready to awaken and unfold at the touch of the magic wand of a skilled teacher, were for the most part unknown and unthought of by the men who in their rough way taught our rough ancestors to read, write, and cypher.

Associations of the teachers of private schools are known to have existed in Philadelphia early in the present century; but little can be ascertained respecting them save that they were mainly of a social character, their members meeting for the purpose of eating and drinking. The only item of business that seems to have been

discussed had reference to the rates charged for tuition. In 1814, there was an organization in Philadelphia entitled a "Society for the Promotion of a rational System of Education," John Goodman, President. In 1817, James Edward presided over the "Philadelphia and Pennsylvania Association of Teachers of the Lancasterian System of Education." The "Society for the Promotion of Public Schools in Pennsylvania" formed in 1827, of which Roberts Vaux was President, and among whose officers appeared the names of such leading Citizens as Matthew Carey, Gerald Ralston, John Sergeant and John Wurtz, while it greatly aided the cause of education and included teachers in its membership, was not a teachers' association. In 1831, an association of teachers was formed in Philadelphia, which included the names of William Russell and A. Bronson Alcott, both from Massachusetts, and subsequently among the most distinguished teachers in that State, then in charge of Germantown Academy, Rev. M. M. Carll, Dr. J. M. Keagy, Walter R. Johnson, Anthony Bolmar, Dr. Brewer and others. One of its primary objects was stated to be, in a circular addressed to "Teachers and Friends of Education throughout the State of Pennsylvania," "to investigate those principles appertaining to the philosophy of mind, its faculties, their management, the connection subsisting between the moral, intellectual and physical powers, and their best method of development." Another object considered scarcely less important was to awaken public attention to the subject of education. "A general convention of teachers" to be held once a year was also contemplated. This association continued to hold meetings for a year or two, listened to a number of lectures on topics like "Principles of Early Education" and "Methods of Teaching," issued four or five numbers of a magazine devoted to education, and there the brief record ends. There was in Philadelphia, in 1835, a "Philadelphia Lyceum of Teachers" of which Dr. J. M. Keagy, N. Dodge, Josiah Holbrook and John H. Brown were among the prominent members, and a "Pennsylvania Association of Monitoral Teachers" at the head of which was Dr. A. T. W. Wright. The "American Association for the Supply of Teachers" was organized in Philadelphia, in 1835, Horace Binney, President, and other leading citizens with several teachers among its officers. Its object was to assist schools in finding teachers, and to assist teachers in finding schools. William Roberts, President of the State Teachers' Association in 1856, and twenty years earlier a teacher in a public school in Philadelphia,

states that when he began to teach, there were only ten schoolhouses in the city and ten male teachers. These teachers occasionally met on call to discuss questions appertaining to the salary received or an increase in the number of assistant teachers, but no permanent organization existed then or for years afterwards. The "Philadelphia Association of Principals of Public Schools" was organized in 1850 with John H. Brown as President. Its monthly meetings were well attended and very profitable until partially broken up by the war. The war over, the Association regained its lost vigor and still continues in active operation. It was felt, however, that an organization was needed broad enough to include all the public school teachers in the city; and, in 1867, an Act was passed incorporating the Teachers' Institute of Philadelphia. The second section states the purposes of the Act as follows: "The object and designs of the said corporation shall be the improvement of the teachers of the public schools of the city and county of Philadelphia, by means of lectures, essays and discussions upon educational topics, practical illustrations of modes of teaching, the formation of a teachers' library, by readings and other elocutionary exercises, and by such other means as may from time to time be determined, either by the by-laws or resolutions of said corporation: and it shall also be lawful for the said corporation to receive any real or personal estate by gift, grant, bargain, sale, will or bequest, from any person or persons whomsoever, and to hold the same upon trust, to apply the income thereof to the relief of those who have been, are, or may be teachers in the public schools of the said city or county of Philadelphia, who, from infirmity of years, sickness or other disability, may need relief." These purposes have been well carried out and the Institute continues to hold regular meetings, has a pleasant reading room and a good library, supports courses of lectures, and devotes considerable sums to the relief of sick, old and infirm teachers.

Outside of Philadelphia, the oldest organization of teachers in the State of which we have any account, is the "Schoolmasters' Synod" in Lehigh county. Meetings of this body were advertised in the newspapers of Allentown in 1827 and 1829. The *Lehigh Herald* contained the following: "The Schoolmasters' Synod will meet on Saturday, June 24, 1829, in *propria forma*, precisely at four P. M., at the usual place. Punctual attendance is requested." This notice is signed by Zach. Anselmus, President, and John O. Adams, Secretary. Nothing is known of the proceedings of this "Synod."

July 15, 1835, a committee appointed by the Philadelphia "Lyceum of Teachers," and headed by Dr. John M. Keagy and N. Dodge, issued a call for a State Convention to be held at West Chester, August 18. "Nothing has done so much," says this call, "or promises so much for the success of schools and universal education, as conventions, lyceums, and other voluntary associations for the advancement of this great and common cause." And further, "a prominent object of the convention is the organization of a State Lyceum with auxiliaries in all the counties." The convention was held, and the proceedings published in pamphlet form. John Beck, Principal of the Academy, Litiz, Lancaster county, acted as President, and among the teachers present were the following honored names: Joshua Hoopes, William H. Johnson, Jonathan Gause, Cheney Hannum, Dr. John M. Keagy, Rev. N. Dodge, I. Daniel Rupp, Josiah Holbrook, John H. Brown, Joseph C. Strode and Dr. A. T. W. Wright. A constitution was adopted, the association calling itself the "Pennsylvania Lyceum," permanent officers were chosen, and upon adjournment, it was agreed to meet at York, August, 1836. Whether a second meeting was ever held is unknown. At the West Chester meeting, among the educational bodies represented, were the "Bucks County Education Society," the "York Association of Teachers," and the "Mechanicsburg," Cumberland county, "Mutual Improvement Society," but of neither of these can anything be said except that the Bucks County Society had its centre of activity at Newtown, and had been in existence for several years.

Contemporary with these attempts at organization, and equally short-lived was the "Teachers' Association of Adams county." Almost the only thing now known of it is a notice in the Gettysburg papers of November 18, 1834, given by the Secretary, Frederick Ashbaugh, of a meeting to be held in Pennsylvania College. A convention of teachers and friends of education met in the Court-house at Carlisle, December 19, 1835. Dr. Isaac Snowden presided. After discussing several educational questions, the meeting adjourned until June 25, 1836, when the following topics, about as important now as then, were adopted for consideration :

1. What is the best mode of securing a competent number of well-qualified teachers of common schools to meet the exigencies of the county?
2. The influence of education on the character and stability of civil institutions, and the direction and modification which it gives to political relations.
3. The evils existing in our common schools, and appropriate remedies.

4. The influence of employing visible illustrations in imparting instruction to children.
5. Best modes of governing children and of exciting their interest in their studies.
6. Importance of a uniformity of text-books.

About the year 1850, teachers everywhere began to feel the stir of a new life. Among them, inquiry, discussion, organization for mutual improvement, movement in advance became the order of the day. Erie county, in 1846, organized an Educational Society, and in 1853 published a pamphlet containing its Constitution and transactions up to that date. An association of teachers in Allegheny county met in the University building, in 1847; in 1852, this association issued the call for the convention which at Harrisburg formed the State Teachers' Association. A well-attended and spirited convention of teachers was held in Centre county, in 1849; out of it grew a Teachers' Institute, which was held at Oak Hall during the first week of October, 1850. Sessions of the Common School Association of Washington county were held at Washington, in the years 1850, 1851, and 1853; and at the earliest of these resolutions prepared by a committee consisting of Prof. R. P. Milligan, Martin Ely, and John C. Messenger, were passed, recommending, among other measures, a system of Normal Schools, the careful examination of teachers by a county committee, a ten months' school term, uniformity of text-books, a State School Department with a distinct head, a State journal of education, and regularity of attendance at school. The teachers of Mercer and Crawford counties, mainly through the efforts of J. F. Hicks, a young teacher, who visited in person and on foot a large number of schools, for the purpose of creating an interest in education, formed a permanent association at Exchangeville, Mercer county, in 1850, and held soon after their first regular meeting at Meadville. Mercer formed an independent association in 1851. "In order to commence the work of reform in this region," said a committee of teachers in Northumberland county, March 29, 1850, consisting of J. J. John, George W. West, and A. J. Madison, "a convention will be held at Elysburg, on the second Saturday in April, at one o'clock p. m., to which the teachers of the public schools of the several adjoining districts and counties are respectfully invited to attend." The meeting discussed the following questions: "How can the salaries of teachers be increased?" "How shall teachers improve themselves in the art of teaching?" and "What text-books shall be

recommended?" In response to an anonymous call published in the Lancaster papers, subsequently ascertained to have been written by John C. Martin, a young teacher of Penn township, about thirty persons, mostly teachers, assembled August 2, 1851, and laid the foundations of the Lancaster County Educational Association. Rev. N. Dodge, then Principal of Cedar Hill Seminary, presided, and James P. Wickersham was made Chairman of the committee to prepare a constitution. The Schuylkill County Educational Association was organized as early as 1851. Benjamin Bannan was President. A two days' session was held at Tamaqua, in July, 1852. At this meeting Elias Schneider was elected President, A. K. Brown was made Secretary, and Bishop Potter delivered an address.

These were pioneer movements, though there may have been others equally early, for soon after associations of teachers were holding meetings in the counties of Susquehanna, Westmoreland, Beaver, Armstrong, Blair, Huntingdon, Perry, Cumberland, Adams, Berks, Lehigh, Chester, Somerset, Fayette, Juniata and Mifflin. In some of the counties instead of teachers' associations meeting for a day and considering questions of a general character, Teachers' Institutes, of which something is yet to be said, were organized, holding their sessions for several days or a week, and getting down more closely to the details of subjects strictly professional; and these were soon found to be so much more profitable than any other form of organization, that after a few years nearly all the associations were changed into institutes.

The convention that formed the State Teachers' Association met at Harrisburg, December 28, 1852. The call was issued by the Allegheny County Association of Teachers and Friends of Education, but it was concurred in by associations in Philadelphia, Lancaster, Indiana, and other counties. The convention was small but its members were principally young men, able, earnest and devoted to the great cause they had espoused. Thomas H. Burrowes was made President. The Vice-Presidents were John H. Brown of Philadelphia, James Thompson of Pittsburgh, A. O. Hiester of Dauphin, and J. M. McElroy of Indiana; Secretaries, James G. Barnwell of Philadelphia, and A. K. Browne of Schuylkill; Treasurer, Conley Plotts, of Philadelphia. Three committees were appointed, a committee on constitution, of which Conley Plotts, of Philadelphia, was chairman, a committee on Teachers' Institutes, of which William

Travis, of Lawrence, was chairman, and a committee on resolutions or general business of which James P. Wickersham, of Lancaster was chairman. Governor William Bigler and State Superintendent Francis W. Hughes delivered addresses, a constitution was adopted and the Association organized with John H. Brown as President, and resolutions were passed favoring "well-qualified teachers as County Superintendents," an increase in the length of the school term, and State aid to Teachers' Institutes.

The State Association at first held meetings semi-annually, but since 1857 it has met but once a year. For thirty-three years the meetings have formed an unbroken series, except in 1862, when there was no meeting owing to the threatened invasion of the State by the Confederate army, and, in 1879, when the National Educational Association met in Philadelphia. In 1853, the Association met at Pittsburgh and Lancaster; in 1854, at Pottsville and Lewistown; in 1855, at Pittsburgh and Philadelphia; in 1856, at Williamsport and Harrisburg; in 1857, at Chambersburg and Indiana; in 1858, at Scranton; in 1859, at West Chester; in 1860, at Greensburg; in 1861, at Lewisburg; in 1863, at Reading; in 1864, at Altoona; in 1865, at Meadville; in 1866, at Gettysburg; in 1867, at Bellefonte; in 1868, at Allentown; in 1869, at Greensburg; in 1870, at Lancaster; in 1871, at Williamsport; in 1872, at Philadelphia; in 1873, at Pittsburgh; in 1874, at Shippensburg; in 1875, at Wilkesbarre; in 1876, at West Chester; in 1877, at Erie; in 1878, at Reading; in 1880, at York; in 1881, at Washington; in 1882, at Pottsville; in 1883, at Williamsport; in 1884, at Meadville; and in 1885, at Harrisburg.

The several Presidents of the Association, with the positions occupied at the time of their election, are as follows: John H. Brown, Principal Zane Street Grammar School, Philadelphia; James Thompson, Principal private Classical Seminary, Pittsburgh; William V. Davis, Principal High School, Lancaster; James P. Wickersham, County Superintendent, Lancaster County; William Roberts, Principal Grammar School, Philadelphia; John F. Stoddard, President Northern University, Bethany, Wayne County; Franklin Taylor, County Superintendent, Chester County; Charles R. Coburn, County Superintendent, Bradford County; Andrew Burt, Principal Grammar School, Pittsburgh; Azariah Smith, County Superintendent, Mifflin County; Samuel D. Ingram, County Superintendent, Dauphin County; Fordyce A. Allen, Principal

Normal School, Mansfield; Samuel P. Bates, Deputy Superintendent of Common Schools; William F. Wyers, Principal Academy, West Chester; Edward Brooks, Principal Normal School, Millersville; Samuel S. Jack, Ex-County Superintendent, Westmoreland County; Henry S. Jones, City Superintendent, Erie; Albert N. Raub, Principal High School, Lock Haven; Henry Houck, Deputy Superintendent of Common Schools; Edward Gideon, Principal Grammar School, Philadelphia; George J. Luckey, City Superintendent, Pittsburgh; W. W. Woodruff, Ex-County Superintendent, Chester County; James P. Wickersham, State Superintendent of Public Instruction; George L. Maris, Principal Normal School, West Chester; W. N. Aiken, County Superintendent, Lawrence County; B. F. Shaub, County Superintendent, Lancaster County; Jesse Newlin, County Superintendent, Schuylkill County; J. R. Andrews, Principal Grammar School, Pittsburgh; Nathan C. Schaeffer, Principal Normal School, Kutztown; S. A. Baer, City Superintendent, Reading; John Morrow, City Superintendent, Allegheny, and John Q. Stewart, Deputy State Superintendent. Nearly all of these names appear elsewhere in this narrative, and as a whole form a galaxy of which any profession might be proud.

It is impossible here to follow this body of teachers to their thirty odd meetings; to commend the zeal of the noble men and women who have for many years together been constant in their attendance whether August suns shone hot, winter storms blocked the routes of travel or Rebel hordes hung bent upon destruction on the State's borders; to note the papers read, the questions discussed, the influence exerted upon the profession and upon our general educational policy; or even to mark the changes in the personnel of the Association, the growth of a better professional spirit among its members, or the advance made in the study of the deep things that constitute the science of teaching—it would be pleasant, but it is impossible. This however must be said, that at the time of the organization of the State Association, there was little vitality in the public school system, and all attempts at a union among teachers had proven short-lived and abortive. The Association bound the teachers of the State together in a common brotherhood, and at once became a powerful agency in securing the county superintendency, a separate School Department, an educational journal, and Normal Schools. All these measures would probably have failed, had they not been advocated and sustained by a public sentiment in good part of its

creation. The leading feature of the early meetings of the Association was the discussion of questions of State school policy. Memorials were sent to the Legislature, and committees were appointed to prepare and press forward bills relating to education. Every meeting had about it the flavor of reform—the action taken being positive, persistent, aggressive. In later years this early zeal cooled down, the fighting spirit grew tame, the great battle was over and its fruits could be best enjoyed in quiet. The exercises of the Association are now rather intellectual and social, than practical and reformatory. Able papers are read, animated discussions take place, the profession grows broader and deeper, but there is no arming for the protection of what is held dear, no marshalling for a forward movement into an enemy's field, no fierce onset of battle as in the days when the county superintendency, Normal Schools or the system itself were to be fought for or saved.

To secure an agency more local in its influence than the State Association, the Educational Association of Northern Pennsylvania was organized at Williamsport, July 7, 1853. Howard Malcolm, D. D., President of Lewisburg University, was elected President, and resolutions were passed favoring a State Department of Education, Normal Schools, the county superintendency and uniformity of text-books. Subsequent meetings were held at Jersey Shore and Danville. Following this example, both in making a fair start, and in stopping after holding two or three meetings, there was organized at Pittsburgh, December 28, 1858, the Western Teachers' Association. Samuel P. Bates, then County Superintendent of Crawford county, was the first President. A second meeting was held at New Brighton, Beaver county, and a third at Washington, and there the story ends.

The first Teachers' Institutes in the United States seem to have been held in Connecticut, in 1839, under the direction of Henry Barnard. They were transplanted to New York in 1842, and to Massachusetts and Ohio in 1845. Across the borders of New York and Ohio, they came into Pennsylvania.

A Teachers' Institute has characteristics so well defined that no one has any difficulty in calling a body of teachers organized in this form by the wrong name. This was not the case when the institute was first introduced into Pennsylvania. Bodies of teachers alike in all respects were then known indiscriminately as associations, conventions, or institutes; and it is therefore quite impos-

sible to point with certainty to the place where the first institute proper was held. But we can trace out the beginnings of institutes as we have traced out the beginnings of the associations, both being parts of the same movement.

The first well defined Teachers' Institute of which we can find any record was held at Columbus, Warren county, in 1848. It continued in session at least two weeks, and was conducted by Fordyce A. Allen and J. C. Moses, both then teaching in the neighboring county of Chautauqua, New York, where they had previously aided David P. Page and others in institute work. Some female teachers from Warren county had attended these New York institutes, caught the infection, and carried it into Pennsylvania, where within a few years it was destined to spread all over the State.

Following the example of the Ohio counties across the border, the teachers of Lawrence county held an institute for one week, commencing October 27, 1851. Eighty-five teachers were present, and among the officers and instructors appear the names of William Travis, prominent as one of the founders and early supporters of the State Teachers' Association, and Martin Gantz, for many years the Principal of the High School and Superintendent of Schools at New Castle.

Growing out of an interest created by a local teachers' association, a Teachers' Institute held a session of a week at Blairsville, Indiana county, commencing October 25, 1852. It was named the Conemaugh Institute, and was attended by teachers from Indiana and Westmoreland counties. The leading spirits in calling and directing it were J. M. McElroy and John M. Barnett, two of the enthusiastic young men who a few months afterwards organized the State Teachers' Association. The principal instructors were from Ohio.

The first Teachers' Institute in Eastern Pennsylvania, that of Lancaster county, held during the fourth week of January, 1853, grew out of the Conemaugh Institute. Thomas H. Burrowes, who had attended the institute at Blairsville, and took part in the exercises, returned home thoroughly convinced of the value of such agencies in the work of improving teachers. At his suggestion the Lancaster County Educational Association appointed the following committee, who called and had general charge of the institute: Thomas H. Burrowes, Amos Row, James P. Wickersham, D. S. Kieffer, and J. F. Houston. David Parsons, from Ohio, who had

been the principal instructor at Blairsville, was brought to Lancaster; the other instructors were John F. Stoddard, Dr. Calvin Cutter, Prof. S. S. Haldeman, Dr. Franklin Taylor, and James P. Wickersham.

The next counties to establish institutes lasting a week or more were Crawford, Chester, Erie, Wayne, and Susquehanna. The county superintendency, in 1854, soon made them general.

The law requiring the several counties to grant aid to Teachers' Institutes, originated in a special Act passed for the county of Chester. This Act was first extended to some half a dozen other counties, and, in 1867, with slight modification was made general. The author of the original law as well as the projector of the first Chester county institute was Dr. William Darlington. Dr. Darlington delivered, in the summer of 1853, a series of open-air lectures on botany in a grove near West Chester. Some time during the following winter he invited his hearers in the grove and a few other friends to meet in his library, where, after a full discussion, it was resolved to hold a Teachers' Institute, and a committee was appointed to carry the project into effect. The institute met on the second Monday in April, 1854, and continued in session a week. The instructors from abroad, Prof. John F. Stoddard, Dr. Calvin Cutter, Prof. James Thompson, William Travis, Thomas H. Burrows, and James P. Wickersham, gave their services without charge, and the teachers in attendance were entertained gratuitously by the citizens of West Chester. It was seen that future institutes could not be held without expense, and to meet it Dr. Darlington and his friends, William F. Wyers, Principal of the Academy, Rev. William E. Moore, Pastor of the Presbyterian church, Sanford Culver, Principal of the High School, and Alexander Marshall, a member of the school board, devised the law which enabled Chester county at each annual session of the institute to draw two hundred dollars from the County Treasury towards its expenses.

Before a profession or any kind of business can support a periodical devoted to its interests or an organ to speak for it, it must have acquired considerable strength in numbers, in organization, in wealth and in public spirit. Teaching in Pennsylvania until within a generation or two could make no pretension to either. There were multitudes of men and women teaching school, it is true, but few of them had chosen the business as a permanent profession and still fewer felt the influence of professional ties or professional duties.

Hence there was no felt want that a magazine or newspaper devoted to the interests of education could supply. Still some attempts in this direction were made, and these have an historical interest.

In 1818, Samuel Bacon, of York, issued the prospectus of "The Academical Herald and Journal of Education." In it he says: "It seems strange that almost every art, science and profession has its peculiar vehicle of information, while the science of education is without its advocate. Law, Medicine, and Divinity, Commerce, Agriculture, and even the fashions and follies of the age, have their 'Journals,' while the art of improving the human mind, the source whence all others derive their consequence, is abandoned to chance or neglect." The seeds of this gospel fell on stony ground, and Mr. Bacon received so little encouragement that his project was abandoned.

The Philadelphia Association of Teachers, in 1831, issued a semi-monthly sheet of twelve pages, under the title of the "Journal of Instruction." William Russell was editor-in-chief, assisted by other members of the Association, Alcott, Carl, Keagy and Johnson. Only three numbers were published, but these were characterized by marked ability.

In 1835, Dr. E. C. Wines published in Philadelphia the "Monthly Journal of Education;" but in about a year he seems to have removed his magazine to Princeton, New Jersey, and changed its name to "Schoolmaster and Advocate of Education."

John Frost, Philadelphia, published in 1836 some numbers of a periodical called "The Schoolmaster." State Superintendent Burrows, in February, 1836, in writing for a copy, adds: "I am frequently called on for written opinions on doubtful points of school law. It would spare me much trouble had I some such channel of communicating them to the public, as your publication." This is the first of many similar expressions on the part of the early State Superintendents, favoring some medium of communication between the School Department and local school officers and teachers, and resulting at last in the law of 1855 concerning the Pennsylvania School Journal.

In April, 1838, President Junkin, of Lafayette College, and Professors Robert Cunningham and E. Schmidt, commenced, at Easton, the publication of the "Educator," issued every second week, and alternating with a German paper containing nearly the same matter. The "Educator" took ground in favor of education in the

largest sense, but was mainly devoted to the interests of common schools and the education of teachers. Its articles, original and copied, expressed the best educational thought of the day. It labored hard to make successful the Normal class and Model School established in connection with the College, and with the failure of these projects it failed also, after a tough struggle of a year and a half.

The first number of the "Common School Journal of the State of Pennsylvania" was issued at Philadelphia, January 15, 1844, John S. Hart, Principal of the High School, Editor, and Edward C. Biddle, Philadelphia, and Hickok and Cantine, Harrisburg, Publishers. This publication was a monthly, and twelve numbers are to be found in the State Library. An early number contains an article on Teachers' Institutes in New York, and recommends their introduction into Pennsylvania. State Superintendent McClure, in his report for 1843, commends this publication, and in that of the following year enumerates the uses the School Department could make of such a periodical, and asks the Legislature to make arrangements for supplying each board of directors in the State with at least one copy, at a cost not exceeding a dollar a year.

A few numbers of a Magazine called "The Teachers' Guide and Family Monitor" were issued in Pittsburgh, in 1850.

At a meeting of the Lancaster County Educational Association held on the third day of January, 1852, John C. Martin, who has already been named as having issued the call for the meeting that organized the Association, offered the following resolutions, which were adopted:

Resolved, That it is expedient to establish at the earliest period, a monthly paper devoted exclusively to the spread of information relative to education.

Resolved, That the President of the Association be requested to issue a prospectus for such a periodical, forward it to each member, and undertake the editorial management of the paper as soon as a sufficient number of subscriptions shall have been received to defray all expenses.

Thomas H. Burrowes was the President of the Association, and accepting its action, to quote his own language, "as a call to duty," with characteristic faith in the future and disregard of the financial responsibilities assumed, he issued the first number of the Lancaster County School Journal, dated January, 1852, before one hundred names had been placed on the subscription list. At the instance of teachers and friends of education outside of the county, at the end of six numbers the Journal became a State magazine, was

enlarged to double its original size, and assumed the name Pennsylvania School Journal, which it has ever since borne. From the first the Journal was the accepted mouth-piece of the State Teachers' Association; and, in 1855, an Act was passed making it "the official organ of the common schools of this Commonwealth, in which the current decisions of the Superintendent of Common Schools shall be published free of charge," and a copy was authorized to be sent at the public expense to each board of school directors in the State. After an editorial career of nearly nineteen years, failing health and duties connected with the Agricultural College induced Dr. Burrows to part with the Journal, and it went into the hands of James P. Wickersham, then Superintendent of Common Schools, and J. P. McCaskey, the latter of whom had been for some years associated in the editorship. At the end of another period of ten years, the Journal became the sole property of Mr. McCaskey, with Dr. E. E. Higbee, the then Superintendent of Public Instruction, as Editor.

The Pennsylvania School Journal is of the same age as the Ohio Educational Monthly, and these twin magazines are the oldest periodicals of the kind in the United States; but in size, in quantity of matter and in circulation, the Pennsylvania publication has always exceeded its Ohio contemporary. The year 1852 was about the beginning of the great educational reform in Pennsylvania, and the Journal appeared just in time to aid in shaping the movement. The Editor, with a remarkable talent for organizing, at once began through its columns to encourage the well-meant but often ill-directed efforts for improvement made by teachers and others interested in schools then starting in all parts of the State, and his influence for good in this respect can hardly be overestimated. As the organ of the State Teachers' Association, the Journal published its full proceedings from the first, and made the voice of this body of teachers heard in every county in the Commonwealth. And teachers everywhere, no matter how obscure their names or how small their meetings, found in its generous columns a friend to appreciate and cheer. Since 1855, as the organ of the School Department, the Journal has contained all official reports, decisions, circulars, letters of advice, etc., emanating from the State Superintendent, thus enabling him to reach with a guiding hand every school district in the Commonwealth. The Journal has been a potent agent in securing every measure of school reform adopted since the date of its establishment. It labored in the interest of the County Su-

perintendency, Normal Schools, an independent School Department, and Teachers' Institutes. Combined in its thirty-two large volumes there is a storehouse of facts concerning educational efforts and results, and a record of educational events, equalled in this country only by *Barnard's American Journal of Education*.

The following list includes, as far as known, the educational magazines, with location and the names of the editors or proprietors, started in Pennsylvania within the last thirty years:

- 1854. Schuylkill County School Journal, Pottsville; by teachers of the public schools.
- 1855. Teachers' Institute, Brownsville; L. F. Parker.
- 1857. School Journal, Philadelphia; G. N. Townsend.
- 1858. Teachers' Journal, Allentown; R. W. McAlpine.
- 1859. Educator and Educational Record, Pittsburgh; Samuel Findley.
- 1860. National Educator, Pittsburgh; Robert Curry.
- 1860. National Educator, Quakertown; A. R. Horne.
- 1860. Educational Record, Lancaster; D. L. Sanders.
- 1861. Pennsylvania Teacher, Pittsburgh and Philadelphia.
- 1868. Teachers' Advocate, Johnstown.
- 1868. The Teacher, Philadelphia; Eldredge & Brother.
- 1868. Educational Gazette, Philadelphia.
- 1868. School Caskef, Pittsburgh; Rev. M. B. Sloan.
- 1870. School Chronicle, Pittsburgh; Rev. M. B. Sloan.
- 1875. Educational Voice, Pittsburgh; Teachers' Institute.
- 1878. Allegheny Teacher, Allegheny; Allegheny Teachers.
- 1879. Teachers' Advocate, Mercer; A. T. Palm.
- 1881. Educational Review, Pittsburgh; Palm, Fitch & Co.
- 1883. Pennsylvania Teacher, Pittsburgh; A. T. Palm.
- 1884. Educational News, Harrisburg; A. N. Raub.

Most of these ventures were short-lived, a number of them not lasting long enough to complete a volume. The notable exceptions are Horne's *National Educator*, *Eldredge & Brother's Teacher*, and Palm's *Pennsylvania Teacher*. The former of these was established by its present Editor in 1860, while Principal of the Bucks County Normal School at Quakertown. It was then in folio form. Subsequently the Editor resided at Turbotville, Northumberland county, Williamsport, and Kutztown, and now his home is at Allentown; but in all his wanderings he has carried the *Educator* with him as one of his household gods. The following from his own pen defines the field of labor occupied: "The main object of the *Educator* has always been to fill the position of a practical teacher devoted to advanced methods of school management. Its articles are short and practical, such as the Editor, in his one-third of a century's experience as a teacher, Superintendent,

normal School Principal, and institute instructor, has proved by work and found meritorious. It was during the first twenty years of its existence specially devoted to the interests and necessities of the Pennsylvania Germans, whose cause it earnestly espoused, and for whose intellectual elevation as a class it endeavored to labor. Of late years its aim has been more general."

Childredge & Brother are at the head of an enterprising publishing house in Philadelphia, and use their *Teacher* as a means of advertising their school books. The magazine is handsomely printed, is published at the low price of fifty cents a year, and contains much valuable educational matter.

A. T. Palm, then County Superintendent of Mercer county, started *Teachers' Advocate* in 1879. In 1881, the *Educational Voice* of Pittsburgh and the *Allegheny Teachers of Allegheny* were consolidated with it, and the name adopted for the three combined publications was *Educational Review*. The name was changed, in 1883, to *Pennsylvania Teacher*. The magazine is now edited and published by A. T. Palm at Pittsburgh. It is handsomely printed, filled with interesting matter, and bids fair to be permanent.

The *Educational News* is a weekly magazine of eight pages.

A. N. Raub, the Editor and Proprietor, has had large experience as a teacher and school officer, and nothing will be wanting on his part to make this new venture a success.

As a rule the law of supply and demand applies to professional literature as well as to other commodities. Even books relating to education will be written for the most part only when there are teachers and others waiting to read them. Few of the old schoolmasters in Pennsylvania had any conception of teaching beyond the mechanical routine they practiced of hearing lessons and keeping order; and as this simple work could be performed without help, they felt no need of books or of any kind of special instruction. Under these circumstances, nothing could be expected beyond a few volumes, the product of minds in advance of the times.

The "Schul-Ordnung" of Christopher Dock is the oldest work on the art of teaching published in Pennsylvania, or in the United States. It was written in 1750, but the publication was delayed until 1769. Some account of it is given in another connection.

While Dock's was the first book of the kind printed in the country, Rupp states that educated men among the early German schoolmasters in Pennsylvania were attentive readers of a treatise

on education published in Berlin and Stettin, Germany, entitled: "Gedanken, Vorschläge und Wünsche zur Verbesserung der öffentlichen Erziehung als Materialien zur Pädagogick, herausgegeben von Friederick Gabriel Resewitz." This is a very thorough and exhaustive work on Pedagogy, published in four large volumes.

Dr. Benjamin Rush, Philadelphia, published, in 1796, a small volume giving an interesting "Account of the Philadelphia Society for the Establishment of Charity Schools."

The following is a copy of the title-page of a 12 mo. volume, printed for the author in Philadelphia, in 1808: "Sketch of a Plan and Method of Education founded on an Analysis of the Human Faculties and Natural Reason, suitable for the Offspring of a Free People, and for all Rational Beings, by Joseph Neff, formerly a co-adjutor of Pestalozzi at his school near Berne, in Switzerland." The author of this book was a disciple of Pestalozzi's, and one of his co-laborers. In 1802, at the instance of the master, he opened a school in Paris. The circumstances of his coming to America, as he relates them in the introduction to his book, are as follows:

"In the summer of 1805, Mr. William Maclure of Philadelphia, one of Pennsylvania's worthiest and most enlightened sons, happened to visit Helvetia's interesting mountains and valleys. He was accompanied by Mr. C. Cabell, a brother of the present Governor of Virginia. Pestalozzi's school attracted their notice. They repaired thither, and were soon convinced of the solidity, importance, and usefulness of the Pestalozzian system; indeed, to see Pestalozzi's method before his eyes, and to form an unalterable wish of naturalizing it in his own country, were operations succeeding each other with such rapidity that Mr. Maclure took them for one and the same operation. As soon as he had returned to Paris, Mr. Maclure sought and sent for me. 'On what terms,' said the magnanimous patriot, 'would you go to my country and introduce there your method of education? I have seen Pestalozzi, I know his system; my country wants it, and will receive it with enthusiasm. I engage to pay your passage and to secure your livelihood. Go and be your master's apostle in the new world.' My soul was warmed with admiration at such uncommon generosity. Republican by inclination and principle, and of course not at all pleased with the new order of things that was established under my eyes, I was not only glad to quit Europe, but I burnt with desire to see that country, to live in and to be useful to it, which can boast of such

citizens. But what still more heightens Mr. Maclure's magnanimity that I did not at that period understand English at all. Two years at least were to be allowed for my acquiring a sufficient knowledge of the language of this land, during which space of time had no other resource left but Mr. Maclure's generosity. But either this nor any other consideration could stagger his resolution. Thus it was that I became an inhabitant of the new world."

The style of the book, as may be seen in the extract above given, written by a foreigner who had just acquired the use of the English tongue, was not unexceptionable; but it is full of valuable suggestions from a Pestalozzian standpoint on methods of teaching Speaking, Reading, Numbers, Geometry, Drawing, Writing, Grammar, Ethics, Natural History, Natural Philosophy, Chemistry, Gymnastics, Languages, Music, Poetry, Geography, and Lexicology.

With the introduction of the Lancasterian system of teaching into Philadelphia, there appeared, in 1817, an American edition of the "Manual of the System of Teaching Reading, Writing, Arithmetic, and Needle-Work in the Elementary Schools of the British and Foreign School Society." This work contains all needed directions for opening and conducting schools on the Lancasterian plan, with diagrams of rooms, furniture, and apparatus.

Walter R. Johnson commenced, in 1822, a series of publications on education, which continued for more than twenty years. For the most part they were printed in pamphlet form. Some of the most important of them were as follows:

"Thirteen Essays on Education with Suggestions for Establishing a System of Common Schools in Pennsylvania." Harrisburg, 1822-3.

"Six Essays on Education." Philadelphia, 1823.

"Observations on the Improvement of Seminaries of Learning in the United States, with Suggestions for its Accomplishment, and a Plan of a School for Teachers." Philadelphia, 1825.

"Remarks on the Duty of the Several States in Regard to Public Education." Philadelphia, 1830.

"Remarks on the Nature and Importance of Enlarged Education in view of the present State of Society in Europe and America." Philadelphia, 1831.

"A Concise View of the General State of Education in the United States." Philadelphia, 1831.

“Legislative Enactments of Pennsylvania on the Subject of Education from the first Settlement of the State, with Remarks.” Philadelphia, 1833.

In 1825, Harrison Hall, Philadelphia, published “Essays on Education by Rev. William Barrow, LL. D.” This was a reprint of a book published in London in 1804. Dr. Barrow presided for many years over one of the principal Seminaries in London, and was a fine scholar and a successful teacher. His book consists of a series of chapters, each containing an essay on an educational subject.

Alexander Dallas Bache, President of Girard College for Orphans, after spending several years in Europe studying schools and school systems, published, in 1839, a “Report on Education,” giving the results of his observations and study. It is a book of great value, and had a marked influence on the formation of a right public sentiment concerning education in Pennsylvania.

In 1839, Dr. E. C. Wines, then a Professor in the High School at Philadelphia, subsequently a Professor in Washington College, and later engaged at home and abroad in ameliorating the discipline of prisons, published a little work entitled “Letters to School Children.” Though addressed to children, and to some extent used as a text-book in schools, it contained many suggestions to teachers. A year earlier, and before coming to Philadelphia, although the book was published in that city, Dr. Wines had published “Hints on a System of Education,” his object being, as he stated, “to trace the outlines of such a system of public instruction as every State in the Union ought to adopt.” This work was a pioneer in its field, containing chapters on the “Necessity of Popular Education,” “The Duty of Educating the People,” “Branches of Study Proper for Common Schools,” “Qualifications of Teachers,” “Compensation of Teachers,” “Books, Cabinets, and Apparatus,” “Location and Architecture of Schoolhouses,” the “Organization of a System of Education,” etc. So valuable was the work considered, that the House of Representatives at Harrisburg, on motion of Thaddeus Stevens, ordered the purchase of one hundred and fifty copies, one for each member, and the rest for the State Library.

In 1843, Job R. Tyson published, in Philadelphia, as a part of the Transactions of the American Philosophical Society, “Social and Intellectual Condition of the School System of Pennsylvania prior to 1843.” It is not a work specially designed for teachers, but contains much calculated to interest them.

1. Smith's "History of Jefferson College, and an Account of the Log Cabin Schools and Canonsburg Academy," was published at Pittsburgh, in 1837.

2. Lamborn, a devoted and long-experienced teacher, published Lancaster, in 1855, "The Practical Teacher, or Familiar Explanations and Illustrations of the Modus Operandi of the Schoolroom." The work consisted of one hundred and thirteen pages, and was designed mainly as an aid to young teachers.

The following works have been published within the last twenty-years, and therefore need no description:

Samuel P. Bates' Institute Lectures, Barnes & Burr, New York, 1865; and Methods of Teachers' Institutes, and Theory of Intellectual Education, 1862.

James P. Wickersham's School Economy and Methods of Instruction, J. B. Lippincott & Co., Philadelphia, 1864 and 1865.

R. Sypher's Art of Teaching School, J. M. Stoddart & Co., 1862.

Edward Brooks' Normal Methods of Teaching, Lancaster, 1879.

Albert N. Raub's Plain Educational Talks, Claxton, Remsen & Kelfinger, Philadelphia, 1869; and School Management, Lockport, 1882.

By such agencies has the teachers' profession risen; by such agencies strengthened and improved, must it be lifted up to a still higher plane. The teacher makes the school, and the body of teachers makes the system of education. Without knowledge, and skill and devotion to his work on the part of the teacher, success in educational effort, even with the best laws and the most perfect organization, is impossible. The measure of what is done for the teacher, therefore, will be the measure of what is done for the schools. Wise legislation seeks to elevate the teacher, for in elevating him not only are the interests of education advanced, but the most effective means are taken to promote all that is worthy of good men.



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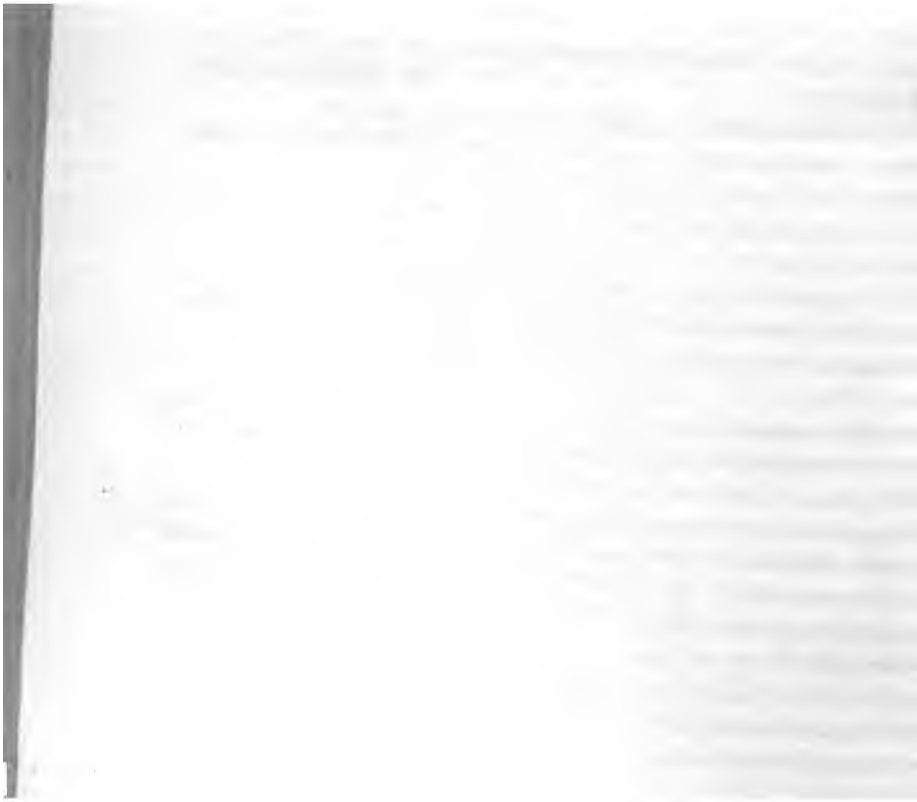
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